DOCUMENT RESUME

ED 433 123 PS 027 827

AUTHOR	Weikart, David P., Ed.
TITLE	What Should Young Children Learn? Teacher and Parent Views in 15 Countries. The IEA Preprimary Project, Phase 2.
INSTITUTION	High/Scope Educational Research Foundation, Ypsilanti, MI.
ISBN	ISBN-1-57379-078-8
PUB DATE	1999-00-00
NOTE	374p.; For Phase 1, see ED 391 574.
AVAILABLE FROM	High/Scope Press, High/Scope Educational Research Foundation, 600 N. River St., Ypsilanti, MI 48198-2898; Tel: 800-407-7377 (Toll Free); Fax: 800-442-4329 (Toll Free); e-mail: press@highscope.org
PUB TYPE	Books (010) -- Reports - Research (143) -- Tests/Questionnaires (160)
EDRS PRICE	EDRS Price MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	Cross Cultural Studies; Educational Attitudes; Family School Relationship; Foreign Countries; *Parent Attitudes; Parent Responsibility; Parent Role; Parent School Relationship; Parent Teacher Cooperation; *Preschool Education; *Preschool Teachers; Questionnaires; Tables (Data); *Teacher Attitudes; *Teacher Expectations of Students; Teacher Responsibility; Teacher Role; Young Children
IDENTIFIERS	Cross National Studies; *IEA Preprimary Project; *Parent Expectations

ABSTRACT

This monograph reports on Phase 2 of the International Association for the Evaluation of Educational Achievement Preprimary Project, focusing on the quality of life experienced by four-year-olds in major early childhood settings. This monograph highlights results from a questionnaire completed by over 1,600 teachers and over 4,800 parents in 15 countries about what they expect preschool-aged children to learn, how each views the other's priorities and responsibilities, how well they communicate, and how they form their beliefs about what is important for children. Participating countries were Belgium, China, Finland, Greece, Hong Kong, Indonesia, Ireland, Italy, Nigeria, Poland, Romania, Slovenia, Spain, Thailand, and the United States. Among the important findings of the study is that there is general across-country agreement among teachers regarding their priorities for young children's learning. Social skills with peers, language skills, and self-sufficiency skills were considered most important. Preacademic, self-assessment, and social skills with adults were considered least important. Parents showed less cross-country agreement than did teachers, but most considered language, self-sufficiency, and social skills with peers most important and self-assessment and self-expression skills the least important. In eight countries there was a significant correlation between parents' and teachers' rank-orderings of skill categories. In most countries, teachers understood what parents expect children to learn, but parents were less accurate than teachers in their understanding of teachers' expectations. There was considerable agreement among parents and teachers regarding each other's responsibilities. (Seven appendices include the Expectations Questionnaire and supplementary data tables. Contains 69 references.) (KB)

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The IEA Preprimary Project
Phase 2

What Should Young Children Learn?

Teacher and Parent Views in 15 Countries

Edited by
David P. Weikart

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THE IEA PREPRIMARY PROJECT
PHASE 2

WHAT SHOULD YOUNG CHILDREN LEARN?

TEACHER AND PARENT VIEWS IN 15 COUNTRIES

EDITED BY

David P. Weikart
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Ypsilanti, Michigan

Published by
High/Scope® Press
A divison of the

High/Scope Educational Research Foundation
600 North River Street
Ypsilanti, Michigan 48198-2898
(734)485-2000, FAX (734)485-0704
press@highscope.org

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Marge Senninger, *High/Scope Press Editor*

Margaret FitzGerald, Metaphor Marketing Inc., *Cover design, text design, and production*

Library of Congress Cataloging-in-Publication Data

What should young children learn? : teacher and parent views in 15 countries / edited by David P. Weikart, with national research coordinators Arlette Delhaxhe . . . [et al.].
p. cm.
At head of title: IEA Preprimary Project, Phase 2.
Includes bibliographical references.
ISBN 1-57379-078-8
1. Education, Preschool--cross-cultural studies. 2. Preschool teachers--Attitudes--Cross-cultural studies. 3. Parents--Attitudes--Cross-cultural studies. I. Weikart, David P. II. IEA Preprimary Study.
LB1140.2W493 1999
372.21--dc21 98-50473
CIP

Printed in the United States of America
10 9 8 7 6 5 4 3 2 1

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Acknowledgments

My gratitude goes to all those who have assisted in making this monograph a reality. I acknowledge the World Bank and the Board of Directors of the High/Scope Educational Research Foundation for their support of High/Scope's IEA Preprimary Project activities. I also thank Patricia Olmsted for her excellent coordination of the project and her careful attention to the data. Finally, I thank High/Scope Press editors Marge Senninger and Holly Barton and editorial assistant Pattie McDonald for their invaluable work in the phases of manuscript preparation and book production.

PREFACE

This publication—*What Should Young Children Learn?*—is the first of four monographs reporting the findings of Phase 2 of the IEA Preprimary Project. The initial phase of this three-phase international project produced two earlier publications: *How Nations Serve Young Children* (Olmsted & Weikart, 1989), which used information from public records to create profiles of early childhood care and education in 14 countries, and *Families Speak* (Olmsted & Weikart, 1994), which used data from household surveys to describe the early childhood care and education situations in 11 of these 14 countries.

Now, this first of the Phase 2 monographs begins a detailed look at the quality of preschool-aged children's lives in 15 countries. In all, Phase 2 researchers collected "quality of life" information of four types: (1) data on teacher and parent views about the importance of various areas of development for 4-year-olds; (2) data on the physical characteristics of children's early childhood settings; (3) data on the activities and interactions of children, as well as the behaviors of adults, in early childhood settings; and (4) data on the status of the 4-year-olds' cognitive development, language development, fine-motor skills, social competence, and preacademic skills. This monograph reports on the findings derived from the first of these four types of data.

People often wonder how specific countries come to be involved in a study such as the IEA Preprimary Project. (See "A Word About IEA," p. xxiii, for background on the study's sponsoring organization.) Any nation interested in cross-national educational studies may join IEA and then participate in decision making about the study projects to be undertaken by the organization. Once a project proposal has been officially approved by the IEA General Assembly, any member country can then choose whether to participate in the given study. However, since IEA may be conducting several studies simultaneously, member countries generally participate only in those most relevant to their national needs and goals. Thus, the countries participating in Phase 2 of the IEA Preprimary Project do not constitute the entire set of IEA member countries.

A particular strength of this study is that its participating countries provide variety on a number of dimensions, including form of government, population, and state of development. In general,

the participating countries are ones that do not have extremely high infant-mortality rates and thus have been able to move from concerns about child survival to concerns about providing adequate education and care services for their young children.

Another strength of the study is that it was conducted with the significant cooperation and contributions of early childhood researchers around the world. Each participating country set up its own coordination center for the study, usually within a university or government agency (e.g., an education ministry). This coordinating center, under the direction of a National Research Coordinator, procured necessary financial support; ensured that all instruments were appropriate for the children and families in that country; and supervised the sampling, data collection, and data processing. At all stages of the Phase 2 study, including the writing of this monograph, the national research coordinators and their staffs worked closely with the project's International Coordinating Center in the United States, the High/Scope Educational Research Foundation in Ypsilanti, Michigan.

In developing a monograph such as this, decisions must be made about how to organize the presentation so it conveys both the national and the international aspects of the study. For example, the monograph could have been composed of a series of chapters, with each presenting the findings for an individual country (a chapter on Belgium, a chapter on China, and so on). However, because the editor and authors considered it important to be able to view the IEA Preprimary Project findings for any one nation within an international context, they chose to present the national sample characteristics and the major findings of the study (that is, the information in Chapters 4–10) cross-nationally. This provides readers with a sense of the range of the findings for a specific variable across the group of nations participating in the study.

This monograph presents the first of four sets of IEA Preprimary Project Phase 2 findings. The remaining Phase 2 monographs will be published between 1999 and 2001. Thirteen of the 15 countries participating in Phase 2 have continued with Phase 3 of the IEA Preprimary Project and collected data on the Phase 2 children at 7 years of age. The Phase 3 findings will be published in a final monograph summarizing the entire study.

In connection with Phase 2, the High/Scope Foundation has produced a series of videotapes of early childhood care and education settings in the many countries participating in the study. These videotapes portray typical settings in each country and can assist readers of the Phase 2 monographs by bringing to life the findings reported in the many tables and figures.

David P. Weikart
November 1998

A Word About IEA

"IEA" is the acronym for the International Association for the Evaluation of Educational Achievement, a nongovernmental, nonprofit organization of research institutions in more than 50 countries that is well known for its 30 years of comparative international surveys in science, mathematics, written composition, and other academic areas. IEA research projects have been instrumental in demonstrating the feasibility of large-scale cross-national empirical studies and in advancing the methodology of comparative education.

IEA views its comparative educational surveys as a necessary first step in both national and international policy-related research. IEA findings have affected educational systems around the world as specific educational problems have been identified and policymakers have made decisions based on these research findings. Some of the international educational issues IEA has chosen to examine include identifying the effects of different practices in grouping or tracking students, investigating the effects of comprehensive secondary schooling, and examining the effects of specific instructional practices.

Additional information about IEA can be obtained from

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What Should Young Children Learn?

I
The Study Background and a Review of the Literature

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This report on teacher and parent expectations for young children is the first of four monographs that present findings from Phase 2 of a preprimary study being conducted in 17 countries. The study, sponsored by the International Association for the Evaluation of Educational Achievement (IEA), is known as the IEA Preprimary Project; it is the Association's first cross-national investigation into the years prior to children's entry into the formal educational system. As Marcel Crahay, who headed the steering committee that launched the project, noted in a 1994 report on Phase 1 of the project,

> The impetus for such [preprimary] research consists largely of two trends that emerged and converged during the 1960s and 1970s in most IEA member countries, namely:
>
> 1. Increasing acceptance of the proposition that early life experiences make a strong and probably enduring contribution to all subsequent development
> 2. Increasing incidence of families sharing the care and education of their preschool-aged children with others outside the home—a phenomenon that is variously attributed to social, economic, and demographic changes worldwide
>
> When considering these two trends together, one must keep in mind the probability that the greater the contribution of early experiences to the total development of an individual and of society, the

> greater the benefits that can accrue to them from *good-quality* early experiences and, by the same token, the greater the harm that can be done to them (the individual and society) by poor-quality early experiences. Therefore, any investigation, like the IEA Preprimary Project, that can illuminate the nature and effects of various kinds of early childhood experiences on the long-term development of young children is a welcome addition to existing knowledge. (pp. 3–4)

AN OVERVIEW OF THE IEA PREPRIMARY PROJECT

Initially, the IEA Preprimary Project was designed to have only two phases. It would (1) study the quality of life of children in out-of-home environments specially provided for them (such as preschools or child care centers) and (2) assess how those environments contribute to children's current and subsequent development. However, it soon became evident to the project planning team that several key decisions needed to be made.

First, since out-of-home environments may be different for children of various ages, a specific age-range needed to be decided upon for the study. The team's decision was to focus on 4-year-old children, the age-range that in most IEA member countries takes in the child's last year before entry into a formal school environment; this is also the age-range for which there is the widest variety of early childhood care and education settings. Also, since most countries had little information about the "major" types of early childhood care and education settings available for young children, the planning team proposed that another preliminary phase be added to the study—a household survey to determine the various types of early childhood services that families use. In addition, the planning team broadened the focus of the study to include both in-home and out-of-home settings, thus encompassing informal care and education settings (care by relatives, friends, or neighbors) as well as formal settings (preschools, nursery schools, child care centers).

The final operational plan for the Preprimary Project included three interrelated phases:

- *Phase 1*—a household survey to identify and characterize the major early childhood care and education settings used by families with 4-year-old children

- *Phase 2*—a study of the quality of life for 4-year-old children in the major early childhood settings, one that also explores, in terms of five groups of variables, the impact of programmatic and familial factors on children's developmental status at age 4 (Teacher/parent expectations for children—the subject of this monograph—are among the variables studied.)
- *Phase 3*—a follow-up study documenting how preprimary experiences affect children's development and school progress at age 7

PARTICIPATING COUNTRIES

In all, 17 countries have participated to date in one or more phases of the Preprimary Project. The countries and the phases in which each participated are as follows:

Belgium (Phases 1&2)
China (Phases 1&2)
Finland (all phases)
Germany (Phase 1)
Greece (Phases 2&3)
Hong Kong (all phases)
Indonesia (Phases 2&3)
Ireland (Phases 2&3)
Italy (all phases)
Nigeria (all phases)
Poland (Phases 2&3)
Portugal (Phase 1)
Romania (Phases 2&3)
Slovenia (Phases 2&3)
Spain (all phases)
Thailand (all phases)
United States (all phases)

Note that the project includes countries spanning four continents (Africa, Asia, Europe, North America). Phases 2 and 3 of the project have drawn in several eastern European nations that have recently undergone major economic and social changes. Overall, the participating countries are of various sizes, have diverse political philosophies, and represent different degrees of industrialization. Clearly, a cross-national study with such participants offers a unique opportuni-

ty to examine a wider range of variation in care and education settings than can be found within any single country. It also allows global investigations of relationships between early childhood service usage and its effects on the lives of children and families.

STATUS OF THE PROJECT

Phase 1 of the Preprimary Project—the household survey to determine early childhood service usage—is complete. The survey findings are reported in *Families Speak: Early Childhood Care and Education in 11 Countries* (Olmsted & Weikart, 1994). Also, as the preliminary activity of Phase 1, research teams in the participating countries prepared official-statistics-based national profiles of early childhood care and education. These profiles are presented in *How Nations Serve Young Children: Profiles of Child Care and Education in 14 Countries* (Olmsted & Weikart, 1989).

Findings of the Phase 2 data collection are presented in a series of four monographs, of which this one on teacher/parent expectations is the first. Each monograph includes general information about the conceptual framework, instruments, and data collection procedures of Phase 2; focuses in detail on findings from one major aspect of the study; and incorporates pertinent findings from earlier monographs in the series.

At this writing, the data collection for Phase 3 is nearing completion. Phase 3 publications will report the findings of the age-7 follow-up study and relate the age-7 findings to the preprimary experiences of the children as studied in Phase 2.

PHASE 2 OF THE PREPRIMARY PROJECT

CONCEPTUAL FRAMEWORK

To see where the findings of this monograph fit into the overall picture, it is necessary to understand the conceptual framework of Phase 2 of the IEA Preprimary Project. The framework is based on the ecological model of development set forth by Bronfenbrenner (1979), which recognizes the complex interplay not only of humans and the environment but also of various environmental factors. The IEA study thus draws on ecological and cross-cultural perspectives

to explore the interplay of the following five major groups of variables (those variables shown in boldface are the focus of this monograph):

- *Family characteristics*—household composition, parental education and occupation, **parental expectations (beliefs about the relative importance of various areas of development for 4-year-olds)**
- *Setting characteristics*—teacher education and experience, equipment and materials, group size and staffing ratio
- *Teacher characteristics*—**expectations (beliefs about the relative importance of various areas of development for 4-year-olds)**, management of children's time, behaviors/interactions with children
- *Children's behaviors*—activities engaged in at the setting, involvement with other children, involvement with adults
- *Child developmental status*—cognitive development, language development, preacademic skills

This set of variables is not only comprehensive but also basic to a "process model of research" (Crahay, 1990). The process model seeks to understand not just *whether* but, more important, *how* early experiences influence children's short- and long-term development. Figure 1.1 on the next page presents a diagram of the Phase 2 conceptual framework developed by Marcel Crahay, who chaired the international steering committee for the IEA Preprimary Project from 1985 to 1993. The diagram includes the five major groups of Phase 2 variables just listed, and the black portion of the diagram indicates the portion of Phase 2 that is addressed in this monograph.

OVERVIEW OF INSTRUMENTS, SAMPLING, AND DATA COLLECTION

Measures

During development of the conceptual framework, the project steering committee and the 15 research coordinators from the participating countries discussed specific areas of measurement for each of the major groups of variables within the conceptual model. They formed five subgroups to examine existing instruments in each area and to

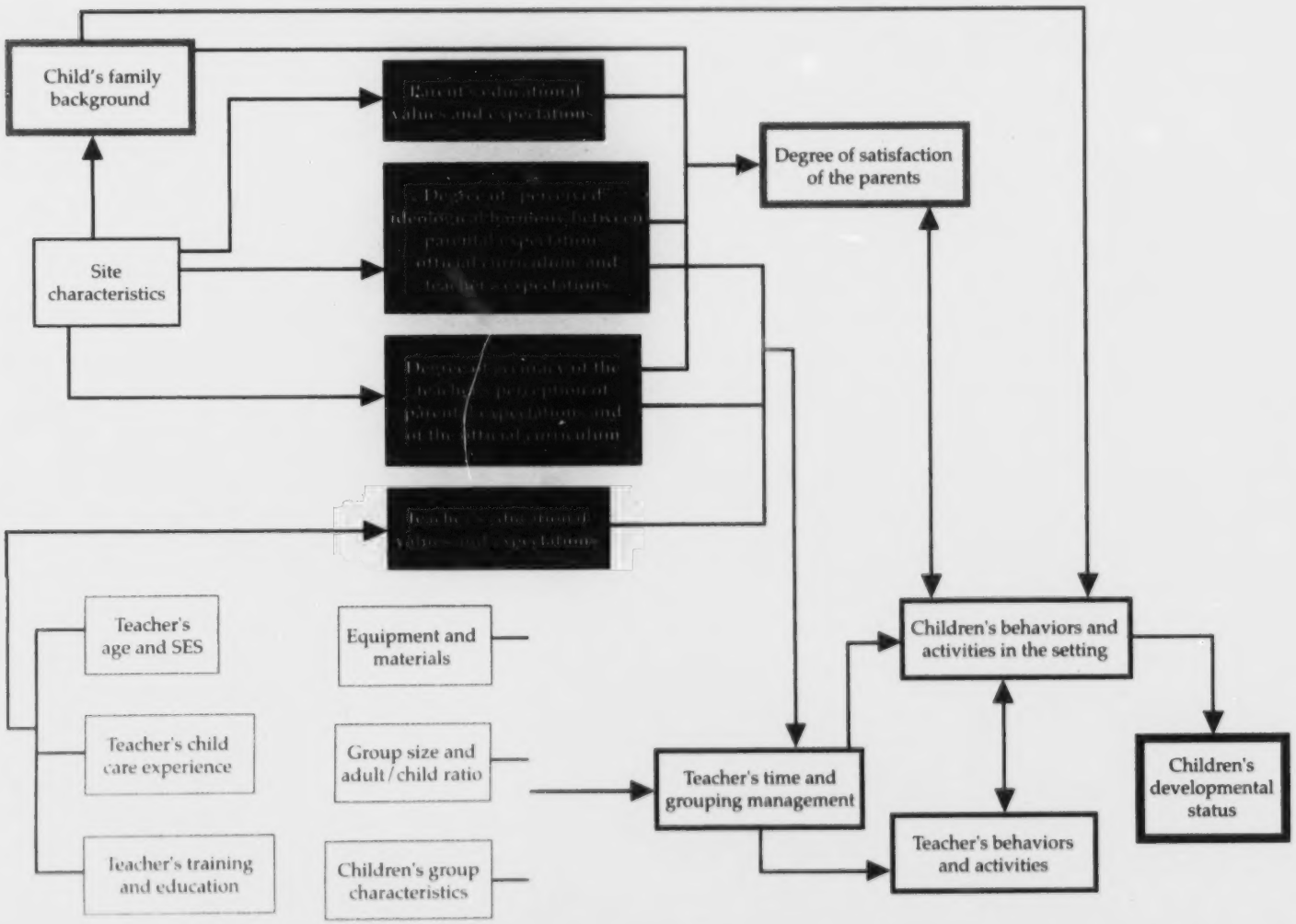
Child's family background
Site characteristics
Degree of satisfaction of the parents
Teacher's age and SES
Teacher's child care experience
Teacher's training and education
Equipment and materials
Group size and adult / child ratio
Children's group characteristics
Teacher's time and grouping management
Children's behaviors and activities in the setting
Teacher's behaviors and activities
Children's developmental status

Figure 1.1 Conceptual framework of Phase 2 of the IEA Preprimary Project

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develop the study's Phase 2 measures. The research coordinators from Belgium, China(PRC), Hong Kong, Nigeria, and Spain chaired the five subgroups, and each of the 15 Phase 2 national research coordinators was a member of two or three of those subgroups. This instrument development took place between 1988 and 1991 and included two rounds of pilot-testing in each country.

Sampling

Each participating country selected for the Phase 2 study two or more types of early childhood settings (e.g., public kindergartens, private kindergartens) that were either used by large numbers of families or important for public policy reasons. The major sampling guidelines were that (1) whenever possible, for any specific type of setting, the number of settings selected should reflect the frequency with which 4-year-olds use that type of setting; (2) to achieve sufficient sample sizes for national-level multivariate analysis at the end of Phase 3 of the Preprimary Project, a minimum sample of 96 children should be selected from each type of setting; and (3) a maximum of 4 children should be randomly selected from each group setting, resulting in at least 24 settings representing each type of early childhood program included in the study.

Data collection

The Phase 2 data collection consisted of the following:

- In each early childhood setting selected for the study, observers used **three observation systems** to collect data on two nonconsecutive mornings.
- The teacher/caregiver in each selected setting completed **two contextual questionnaires,** one concerning the setting and one concerning teachers' beliefs about important areas of development for preschool-aged children (findings obtained from the latter questionnaire are the teacher expectations discussed in this monograph).
- Data collectors administered **two to five child developmental status measures** to each child and administered **two contextual questionnaires** to the parents, one concerning the family background and one concerning parents' beliefs

about important areas of development for preschool-aged children (findings from the latter questionnaire are the parent expectations discussed in this monograph).

Chapter 2, on the study's methodology, contains additional information about all the instruments, the sampling, and the data collection for Phase 2 and presents a detailed description of each country's sampling plan and data collection procedures. Chapter 3 describes in detail the two versions of the questionnaire that produced the set of teacher/parent expectation findings discussed in this monograph. Chapter 4 describes characteristics of the teacher and parent samples. Succeeding chapters present the specific findings obtained from the Expectations Questionnaire. The remainder of this chapter presents a review of the literature regarding parents' and teachers' expectations.

ADULT EXPECTATIONS FOR YOUNG CHILDREN— A REVIEW OF THE LITERATURE

The term *expectations* has been used in the psychological literature in connection with a variety of rather different phenomena, such as years of schooling completed, future occupation, school performance, child development, etc. (Seginer, 1983). Moreover, adults' expectations have been studied both as they relate to children's general cognitive, affective, and psychomotor development and as they relate to children's acquisition of specific school-related academic and social skills (Alexander, 1978; U.S. Department of Education, 1993a; U.S. Department of Education, 1993b). The IEA Preprimary Project uses *expectations* to refer to the views, or beliefs, that adults hold about the importance of various areas of development for young children.

The years from birth to age 5 are tremendously important in a person's life. During this period of rapid growth and learning, children acquire many of the skills and abilities that serve as foundations for later development (Bloom, 1965; Miller & Bizzell, 1983; Schweinhart, Weikart, & Larner, 1986; White & Watts, 1973). Children learn these skills in social and physical environments, or in what Super termed "developmental niches" (Super & Harkness, 1986), which are to a large extent determined by adults. Based on

their *expectations*, adults provide and select experiences that they consciously or unconsciously believe will prepare children for their future, and in this way they socialize them for their later life, first within the formal school system and later within the larger society. According to Bronfenbrenner, this socialization process occurs (and therefore can be studied) at different levels (Bronfenbrenner, 1986).

In research at the *microlevel* (the level dealing with the connections and interactions within a single setting), the main learning environment of young children that researchers study is the home, where parents are the socializing agents and teachers (Maccoby & Martin, 1983; Sigel, 1982). In most societies today, however, childrearing responsibilities are no longer fulfilled exclusively by parents but are shared with other adults, children, and institutions (Ogbu, 1981). Thus, for many young children, out-of-home care, often in an early childhood educational program, is another important socialization setting for microlevel research to focus on.

In view of the critical nature of this early period, psychologists have tried to understand the effects of childrearing and socialization practices on various aspects of child development. Research at the microlevel, which views the home and out-of-home socialization settings independently, has highlighted the central role that the family plays in children's socialization, learning, achievement, and development (Hess, Kashiwagi, Azuma, Price, & Dickson, 1980; Osborn, 1990; Schaefer, 1987; Seginer, 1983; Slaughter-Defoe, Nakagawa, Takanishi, & Johnson, 1990; Stevenson, Chen, & Uttal, 1990). School programs have also been found to contribute to children's development (Rutter, 1985). A number of specific factors within both the family and the school have an impact on learning and development. Factors especially relevant to the home are the family socioeconomic status (Bernstein, 1961; Jencks, 1972, as cited in Kontos, 1991; Kontos, 1991; Ramey & Campbell, 1976; Zoberman, 1979, as cited in Hindryckx, 1986), the family ethnic and cultural background (Carlson & Stenmalm, 1989; Hess, Price, Dickson, & Conroy, 1981), and the age of the child (Higgins-Hains, Fowler, Schwartz, Kottwitz, & Rosenkoetter, 1989). Factors more relevant to the preschool are the teacher's beliefs about early learning (Smith & Shepard, 1988; Spodek, 1988), the types of educational practices the teacher engages

in (Rusher, McGrevin, & Lambiotte, 1992), and the environmental quality of the preschool (McCartney, 1984).

Research at the *mesolevel* (the level dealing with the reciprocal influences, connections, and interactions between the home and educational settings) has found discrepancies between parents' and teachers' views on early socialization and on preparation for kindergarten. Mothers generally emphasize prosocial skills; teachers emphasize independence, emotional maturity, and self-expression. These findings, however, do not apply uniformly to all parents and teachers but instead vary, for parents, according to family income and education (U.S. Department of Education, 1993b) and, for teachers, according to their work experience and the socioeconomic status of children (Hindryckx, 1986). Katz (1980), in explaining parent-teacher discrepancies, emphasized the difference between mothers and teachers in their relationships with children. Hess and colleagues (1981) explained the parent-teacher discrepancies by differences in experience and training, by the different nature of home and educational settings, and by differences in the type of personal relationship between the adult and the child. Kontos (1991), in comparing the contribution of the home and the preschool, found that this varies for certain aspects of development: Family variables are more important for cognitive and language development, whereas preschool variables predominate for social development.

A great deal of previous research into the effects adults have on child development has adopted a "social address" paradigm (Bronfenbrenner, 1986), examining the relationship between the specific *types of settings* adults provide and child outcomes. Perhaps of greater interest, however, is the research into the *processes* by which adults influence early learning and socialization. In this research, several intervening variables are assumed to mediate between the home, preschool settings, and child outcomes. In particular, one set of factors that has generated a number of studies is what Goodnow (1988) refers to as "adult ideas" about young children. Basic to this research paradigm is the belief that socialization settings affect the development of young children by means of such variables as adult ideas, which comprise attitudes, beliefs, and—of particular relevance to this monograph—expectations. These determine adults' selections

of experiences, which in turn affect child outcomes (Graue, 1992). Researchers adopting this paradigm have found that attitudes are the cognitive mediators of family interactions (Hess et al., 1981) and that parental expectations for preacademics lead to greater pressure on young children in preschools (Rescorla, 1991).

The prevailing view is that the closer the congruence between parents' and teachers' attitudes, aims, objectives, and expectations regarding early learning and the role of preschool, the better for the child; marked differences between parents' and teachers' attitudes toward child development and childrearing will lead to stress on the children who are directly affected by these different approaches (Carlson & Stenmalm, 1989; Ebbeck, 1980; Spodek, 1985). Research into this topic, however, has shown that the adults in different settings do not always hold identical beliefs. While parents and teachers agree about the importance of social learning and physical growth in preschool children, they disagree about the importance of preparation for school and moral growth (more important for parents) and care for the environment (more important for teachers) (Ebbeck, 1980). Hess and colleagues (1980) found that mothers in the United States rank independence and social skills higher than do teachers, whereas Rescorla (1991) and Tizard, Mortimore, and Burchell (1981) found that parents generally place more emphasis than do teachers on early skills acquisition. Hatch and Freeman (1988) attributed the divergence between parents' and teachers' beliefs and ideas to the different functions of the two groups, the different types of settings in which they operate, and socioeconomic differences. Winetzky (1978), on the other hand, felt that the differences in beliefs are more apparent than real: Even though they may differ on immediate social practices, parents and teachers agree on their long-term goals for young children.

The process approach to the topic of adult influence on child outcomes is complex because of the need to establish whether links exist between the three types of variables—adult ideas, adult behaviors, and child outcomes. Studies into the relationship between ideas and outcomes have revealed a small but significant relationship between parents' beliefs and certain child outcomes, such as cognitive development (Miller, 1988) or academic competence and achievement (Campbell, Goldstein, Schaefer, & Ramey, 1991;

Seginer, 1983). It is not clear, however, whether this link is causal or whether parents are acting in response to cues from the child (Seginer, 1983). Studies into the relationship between adult behaviors and child outcomes have found that maternal behaviors affect children's cognitive or intellectual development (Laosa, 1982; Maccoby & Martin, 1983; Sigel, 1982).

Studies of the relationship between beliefs and practice have indicated inconsistencies both for mothers and teachers. Although McGillicuddy-DeLisi (1982) found that mothers' beliefs about child development predict their teaching behaviors, cross-cultural studies (Hess et al., 1980) found such links between beliefs and practice in U.S. but not in Japanese mothers. Sigel (1992) reported only a modest relationship between parents' beliefs about child development and their childrearing strategies. Similarly, at the preschool level, although some studies have claimed a link between teachers' beliefs and practices (Hatch & Freeman, 1988; Isenberg, 1990; Shavelson & Stern, 1981; Spodek, 1988), others (Rescorla, 1991; Stern, Prichard, & Rosenquist, n.d.) found a discrepancy between teachers' goals and attitudes and their teaching practices. Often teachers adopt educational practices, such as an academic approach to teaching, that are not consistent with their expressed personal belief-system. This may be because they have little input into decisions about what type of educational practice to adopt; these decisions may be more influenced by administrators and particularly by parents, who have a leading role in promoting academic preschools (Rescorla, Hyson, & Hirsch-Pasek, 1991). Teachers may also be expressing views to the researcher that they feel are socially desirable but that do not conform to what they believe are efficient and effective educational practices. These various findings highlight the need for further study into the links between adults' ideas and behaviors.

Some recent studies on parents' and teachers' expectations of the role of the preschool find that mothers believe that preschools should concentrate on language and school-related skills, whereas teachers view preschools as being less specialized (Hess et al., 1981; Knudsen-Lindauer & Harris, 1989; Rescorla et al., 1991). This may be because teachers view preschools as having multiple roles: socialization,

learning, affective balance, compensation for what parents cannot provide, child growth and potential, child development, discipline, and mother substitute (Plaisance, as cited in Hindryckx, 1986). Within these various roles, teachers emphasize physical, social, and emotional skills; self-expressive activities; and general developmental readiness (Alexander, 1978; Higgins-Hains et al., 1989; Rusher et al., 1992). Parents, particularly working-class parents, expect preschools to prepare children for school by focusing on preacademic skills (Rescorla, 1991) but also on social development (Alexander, 1978). In general, mothers have significantly higher expectations of preschools and place more value on early preacademic skills experience for their children than do teachers. The discrepancy between the two groups is greater in preschools that put little emphasis on academics.

How This Study Breaks New Ground

As yet, little research has been *carried out at the mesolevel to compare matched groups of teachers and parents on their perceptions of the reciprocal roles of home and preschool in the early socialization and learning of children.* As the black portion of the diagram in Figure 1.1 on p. 8 shows, Phase 2 of the IEA Preprimary Project includes such research. The present monograph reports both microlevel and mesolevel findings of the IEA Preprimary Project regarding adult expectations for young children. (The specific questions answered in this monograph are listed on the next page.) Using a set of general categories of skills associated with the development of young children, the study uses a rank-order approach to compare parent and teacher expectations about (1) what developmental skills young children should learn during the period from 3 to 5 years of age and (2) what the preschool and the home should each contribute toward this early learning. Subsequent monographs will examine the relationships between teachers' expectations, teachers' classroom practices, children's behaviors in preschool, and children's development.

QUESTIONS ABOUT ADULT EXPECTATIONS

By means of a cross-national analysis of the findings in 15 nations, Phase 2 of the IEA Primary Project seeks to obtain answers to the following questions about adult expectations for young children:

1. Which areas of development do teachers and parents consider to be most important for preschool-aged children? Do teachers (and do parents) in different countries have similar views?
2. In any given country, do teachers and parents agree about which areas of child development are most important?
3. How do teachers and how do parents define the various areas of development that they consider to be most important? Are the definitions of the two groups alike or different?
4. Which areas of development do teachers think that parents consider to be most important, and vice versa? How accurate is each group in this prediction of the other's viewpoint?
5. In the opinion of teachers, which areas of child development are teachers responsible for and which of them are parents responsible for? What are parents' views about how responsibilities should be assigned? Do parents and teachers agree in the way that they assign responsibilities?
6. Is there any connection between the background characteristics of teachers (or parents) and their views about the areas of development most important for young children?

II
Methodology of the Phase 2 Study

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As described in Chapter 1, Phase 2 of the IEA Preprimary Project (IEA/PPP) is a study of the quality of life experienced by 4-year-old children in major early childhood settings. It also explores the impact of programmatic and familial factors on children's developmental status at age 4. This chapter presents detailed information about the instruments, the national samples, and the data collection procedures of Phase 2. Beginning with general information about Phase 2 methodology, it then describes the sampling and data collection in each country.

General Information About Phase 2 Sampling

The International Sampling Referee

Leslie Kish has served as the international sampling referee for all phases of the IEA Preprimary Project. Dr. Kish is a professor emeritus

at the University of Michigan, where he was a founder of the Institute for Social Research. He is the author of *Survey Sampling* (1965) and *Statistical Design for Research* (1987). In the past he has served as president of the American Statistical Association (1977) and of the International Association of Survey Statisticians (1983–85). In his role as sampling referee for the IEA/PPP, Dr. Kish has worked closely with the project's International Coordinating Center (ICC) in supervising the preparation of the project's sampling documents, monitoring the development of national sampling plans, and granting formal approval of each national plan.

The Target Population

The target population for Phase 2 of the IEA/PPP consisted of children participating in selected early childhood settings who were between ages 4 years 3 months and 4 years 9 months at the time of the child developmental status posttesting. (For reasons detailed in the descriptions of the national samples, some countries expanded their age-range to include children between ages 4 years 0 months and 5 years 0 months at the time of the child developmental status posttesting.)

General Sampling Procedures

The IEA Preprimary Project steering committee, the study's international sampling referee (Dr. Leslie Kish), and the ICC staff jointly developed the general sampling guidelines for Phase 2 of the study. As explained in Chapter 1, their guidelines addressed three major points: (1) whenever possible, for any specific type of setting, the number of settings selected should reflect the frequency with which 4-year-olds use that type of setting; (2) to achieve sufficient sample sizes for national-level multivariate analysis at the end of Phase 3 of the IEA/PPP (assuming 20% attrition), a minimum sample of 96 children should be selected from each type of setting; and (3) a maximum of 4 children should be randomly selected from each group setting, resulting in at least 24 settings representing each type of early childhood program included in the study.

Selecting Settings and Children

For study in Phase 2 of the IEA/PPP, each participating country had the task of selecting two or more types of early childhood settings that

were (1) used by large numbers of families or (2) important for public policy reasons. In most participating countries, the researchers based their selection of settings on data from Phase 1 of the Project. (Phase 1, a household survey of a representative sample of families, collected data about parents' use of various types of early childhood care and education settings.) Countries not having participated in Phase 1 used other methods to determine the major types of early childhood settings available and the percentages of preschool-aged children attending each type of setting. Usually this involved obtaining information from the Ministry of Education or from a variety of national/regional sources.

Whenever possible, for each type of setting that a country decided to include in Phase 2, researchers obtained an up-to-date national list of all such settings. Then, they worked closely with Dr. Kish and the ICC staff to develop a system for selecting from that list a nationally representative sample of settings of this type.

For countries without up-to-date national lists of early childhood settings, area sampling procedures were followed. For example, Romania's research coordinator prepared a list of the country's 38 districts, including a variety of types of information about each district. Dr. Kish and the ICC then prepared an ordered list of the 38 districts and used systematic sampling procedures to select 8 districts. For each of those 8 districts, Romania's coordinator obtained a list of all towns and areas, with their kindergartens and kindergarten enrollments. By systematic sampling procedures, specific kindergartens were then selected with PPS (probability proportional to size). Within each selected kindergarten, the coordinator developed a list of all children in the appropriate age-range and then, by systematic sampling procedures, selected 4 of them for the study.

General Information About Phase 2 Data Collection

The Instruments

The IEA Preprimary Project Phase 2 instruments consisted of three observation systems, three interviews/questionnaires, and five child developmental status measures. Each of these is described briefly in the following pages.

Observation systems

Observations were conducted in both in-home and out-of-home settings to collect information about what children and adults were doing and how children's time was being organized by adults. The three observation systems were these:

- **Child Activities Observation System**—This instrument focuses on the activities and interactions of the target child in a given setting. The purpose of the instrument is to record the types of activities the child is engaged in, the amount of time he or she spends in those various activities, and the type of social context the child is in (e.g., whether alone, in a large group, etc.) for each of those activities. The observation system also includes a procedure for recording the frequency of the target child's verbalizations.
- **Adult Behavior Observation System**—This instrument focuses on the behaviors of the primary adult (e.g., the lead teacher) in a given setting. The purpose of the instrument is to note the general behaviors of the primary adult, the specific behaviors directed toward each target child, and the nature of the adult's general involvement with the children (e.g., supervising, participating actively).
- **Management-of-Time Observation System**—This instrument provides a picture of how the primary adult in a setting organizes, or manages, children's time. The instrument is used to record the activities proposed by the adult, the duration of each activity, and the proposed group structure for the activity.

Interviews and questionnaires

These instruments focus on the early childhood setting, the child's family, and the expectations of teachers and parents. The three instruments used to collect such data were these:

- **Expectations Questionnaire**—This instrument produced the findings reported in this monograph. The instrument (which has both a teacher and a parent/guardian version) asks (1) which areas of young children's development teach-

ers (or parents) think are most important and (2) which areas they see as their particular responsibility. Each group (i.e., teachers, parents) is also asked to predict the answers of the other group about these two points. (See Appendix A, p. 229.)

- **Family Background Interview**—This instrument collects information about family characteristics of the target child. It addresses such areas as household composition (number of persons living in the household), parents' educational attainment and employment, and household income.
- **Provider Survey**—This is a questionnaire administered to the teachers/caregivers of the target child. It focuses on the characteristics of the setting, including its physical description (e.g., size of room, furnishings), management (e.g., administrative policies, staff structure), degree of parent involvement, teacher/caregiver characteristics (e.g., education, experience), enrollment data (e.g., number, ages of children), and materials available for children to use.

Child developmental status measures

Each target child's developmental status was assessed in terms of the following: cognitive development, language development, fine-motor skills, social competence, and preacademic skills. Participating countries were required to administer the cognitive development measure and the language measure; the other three measures were optional.

- **Cognitive Developmental Status Measure**—This assesses children's knowledge in such areas as spatial relations, quantity, and time. It requires the child to demonstrate understanding of a wide variety of concepts by performing an action, pointing to a picture, or responding verbally.
- **Language Developmental Status Measure**—This assesses the level of development of children's verbal skills. It requires the child to perform a variety of tasks—answering questions, matching pictures to words and phrases, or repeating statements—to test both receptive and expressive language skills.

- **Fine-Motor Skills Measure**—This assesses children's small-muscle coordination. The tasks include copying several shapes, touching the fingers of each hand to the thumb of the same hand, and making shapes with clay.
- **Social Competence Measure**—This measure is divided into two parts. The first involves the teacher (or parent) rating the child's social skills, while the second involves asking the child "social thinking" questions—intended to assess the child's knowledge of concepts about self and family, about other people's roles or feelings, and about socially acceptable behavior.
- **Preacademic Skills Measure**—Designed to measure children's development of school readiness skills, this measure involves asking the child to complete several tasks in each of three skill areas: number (e.g., rote counting, numeral recognition), prewriting (e.g., copying letters, drawing a person), and prereading (e.g., visual perception, appropriate use of books).

DATA COLLECTION PROCEDURES

Phase 2 data collection included the following components:

- In each early childhood setting selected for the study, observers used the three observation systems to collect data on two nonconsecutive mornings. The typical observation period lasted 3 to 3½ hours, with the minimum observation period being 2 hours.
- The teacher/caregiver in each selected setting completed the Provider Survey and the Expectations Questionnaire.
- Data collectors administered child developmental status measures to each target child and administered the Family Background Interview and the Expectations Questionnaire to the parent/guardian of each target child.

In most countries, data collection began with using the three observation systems. Following that, data collectors administered the interviews and questionnaires to teachers/caregivers and par-

ent/guardians. Data collection concluded with administration of two or more child developmental status measures, depending on the country's choice of these measures. (Researchers in 11 countries elected to include one or more of the three optional child measures.)

PHASE 2 METHODOLOGY IN SPECIFIC COUNTRIES

This section describes the sampling and data collection in each of Phase 2's participating countries. Table 2.1 on the next page presents, for each country, the number of settings and number of children (and families) included for each type of setting.

SAMPLING AND DATA COLLECTION IN BELGIUM (LIÈGE PROVINCE, BRUSSELS)

In Belgium, 95% of children aged 2½ to 6 years attend nursery schools that are subsidized, regulated, and supervised by the National Ministry of Education. In the French-speaking part of Belgium, approximately half of the nursery schools are state-run public, about a third are Catholic (private), and the rest are French-speaking Community schools (also public). For this study, Belgium's target population was defined as children in Liège Province and Brussels who were attending the public and private nursery schools and who were between ages 4 years 3 months and 4 years 9 months at the time of the child developmental status testing.

Based on the IEA/PPP Phase 1 finding that all major forms of early childhood care and education and all major groups of families can be found in Liège Province or Brussels, Belgian researchers selected these two areas for their Phase 2 study. The researchers divided the nursery schools into six strata based on combinations of two characteristics—type of program (public or Catholic) and class size (small, medium, or large). The Belgian researchers chose to conduct the Phase 2 study in a total of 150 nursery schools, 25 in each stratum.

The sampling plan included the following steps: First, researchers contacted all 475 nursery schools in Liège and Brussels and asked about their willingness to participate in the study. A total of 98 nursery schools responded positively, and among them, they provided a sufficient number of children in the study's target age-

Table 2.1 Number of settings and children/families from various types of settings in Phase 2 of the IEA Preprimary Project

Country	Achieved Sample Size		Country	Achieved Sample Size	
	Settings	Children		Settings	Children
Belgium (Liège Pr., Brussels)			**Nigeria (3 states)**		
Public nursery schools	28	84	Group settings	67	243
Private nursery schools	27	81	Own homes	86	86
China (PRC, 6 pr.)			**Poland**		
Urban kindergartens	216	462	Urban preschools	75	312
Rural kindergartens	191	414	Rural preschools	49	184
Finland			**Romania**		
Child care centers	66	112	Urban normal kindergartens	24	96
Family day care homes	89	89	Rural normal kindergartens	21	84
Own homes	117	117	Urban long kindergartens	24	96
Greece (urban)			**Slovenia**		
Public kindergartens	49	91	Kindergartens	44	143
Child care centers	22	66	**Spain (Catalonia)**		
Hong Kong			Public kindergartens	29	115
Kindergartens	26	101	Private kindergartens	25	100
Child care centers	25	97	**Thailand**		
Indonesia (Java)			Educational programs	31	124
Urban kindergartens	39	153	Child care centers	22	88
Rural kindergartens	28	98	**United States (6 sites)**		
Ireland			Head Start	31	109
Nondisadvantaged preschools	25	90	Public school preschools	24	107
Disadvantaged preschools	29	103	Other organized programs	45	193
Disadvantaged national schools	27	102	Family day care homes	32	71
Nondisadvantaged national schools	28	101	Own homes	77	79
Italy					
Preprimary schools	143	500			

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range. Second, researchers assigned the 98 nursery schools to the six strata and randomly selected nursery schools within each. If a given nursery school contained several kindergartens for 4-year-olds, project staff randomly selected one of these kindergartens for the study. Finally, for each selected classroom, researchers prepared a list of all children in the target age-range and randomly selected 3 children from the list.

The achieved sample consisted of 165 children in 55 nursery schools, with 84 children in 28 public nursery schools and 81 children in 27 Catholic nursery schools. The participation rate for children/families was 87%, with factors such as illness or change of address contributing to the nonparticipation.

It should be noted that in a departure from Phase 2 general sampling guidelines, Belgium's Phase 2 sampling plan was deliberately not designed to result in a representative sample of 4-year-old children from the country's major types of nursery schools. Rather, because of questions that were of special interest to Belgian researchers, the sample was divided into two subgroups to ensure sufficient variability to explore the relationships between Phase 2 findings and characteristics of *two particular types of nursery schools.* The reader should keep this fact in mind while examining the Phase 2 findings for Belgium.

Data collection, which took place between October 1991 and June 1992, was carried out by university students who had studied psychology or the science of education for at least 2 years. Using project materials and practice sessions for each instrument, the local project staff trained small groups of data collectors. Project staff also monitored the data collection closely. After data collectors coded the information they gathered, their coding was carefully verified by the researchers.

SAMPLING AND DATA COLLECTION IN CHINA (PRC, 6 PROVINCES)

In China approximately 80% of 4-year-olds in urban areas attend kindergartens; the percentage is lower for 4-year-olds in rural areas. Those children not attending kindergarten generally remain at home until they begin formal schooling. Chinese kindergartens are sponsored by various agencies and groups (e.g., employers, communities), but regardless of sponsorship, all kindergartens are under the direc-

tion of the State Education Commission. To ensure a representative sample for this study, China's researchers included kindergartens having a variety of sponsors. However, they hypothesized that the differences between urban and rural kindergartens would be more striking than any differences they might find among kindergartens having different kinds of sponsors. Consequently, urban and rural kindergartens were the two categories of settings selected for this study. China's target population consisted of children who were between ages 4 years 4 months and 4 years 9 months at the time of the child developmental status testing. They were from cities or their nearby rural areas and thus were attending one of the two types of kindergartens selected for the study.

Sample selection involved these steps: First, researchers selected six provinces representing the following major geographical areas of China: northeast (Heilong and Liaoning), north (Neiming), central (Hubei), south (Guangdong), and southwest (Guizhou). Then, from each province, they chose a major city and its surrounding rural area for data collection. In each selected province, the research team formed two strata, an urban and a rural, each of which included the major types of kindergartens available (in terms of sponsorship). Each urban stratum included the kindergartens with institute, state enterprise, collective enterprise, and neighborhood sponsorship. Each rural stratum consisted of some kindergartens affiliated with primary schools as well as some non-school-affiliated kindergartens. After consultation with the sampling referee, China's researchers selected 40 settings from the urban stratum and 40 settings from the rural stratum in each selected province and randomly chose 3 children from each setting.

The achieved sample consisted of 407 settings/teachers and 876 children/families, including 462 children from 216 urban settings and 414 children from 191 rural settings. No setting refused participation in the study, and no teacher or parent/child refused to complete the data collection. The response rates across the various instruments varied from 98% to 100%.

In the words of Leslie Kish, "China's sample has several good features, such as the inclusion of six provinces representing five different geographical regions, selecting children from several types of

kindergartens, collecting data in both urban and rural areas, and a low nonresponse rate." However, noting that China's sample was not a probability sample representative of all 4-year-old children in the entire country, the sampling referee recommended that instead of weighting the data for national estimates, the data should be treated as a self-weighting sample of the joint population from which it was selected.

Under the guidance of China's research coordinator, each province participating in the Phase 2 study established a research center. The directors of these provincial centers, who had completed university studies and had more than 5 years of early childhood research experience, each hired 20 data collectors; those hired were kindergarten teachers or principals with 10 to 20 years of experience in early childhood education. Three staff members from the national research center conducted two training sessions in each province, a 2-day session and a 6-day session. These training sessions included studying the instruments, learning data collection techniques from videotapes and demonstrations, and practicing data collection procedures. Data collectors gathered the information between October 1991 and May 1992, then coded it, and submitted it to the provincial research centers. Their work was supervised by provincial center staff, who verified the coding and then entered the data into computer files. Staff at the national research center then verified and cleaned these computer data files.

SAMPLING AND DATA COLLECTION IN FINLAND

The Project's Phase 1 findings indicated that Finland's families use three types of early childhood settings for their 4-year-olds—child care centers, family day care homes, and the child's own home. Therefore Finland's target population was defined as children attending these three types of settings who were between ages 4 years 3 months and 4 years 9 months at the time of the child developmental status testing. Children residing on the island of Åland—who constituted less than 1% of the age group—were excluded.

The multistage procedures used for sample selection were as follows: First, based on Phase 1 findings about families' use of early childhood services, the 80 counties surveyed in Phase 1 were

grouped into 25 strata based on similarity of patterns of service usage, and a county was then randomly selected from each stratum. In each selected county, researchers formed three strata corresponding to the three major types of early childhood settings (i.e., child care centers, family day care homes, own-home settings). It was proposed that the total number of children in the sample be 318, with the number divided equally among these three types of settings; up to 4 children could be randomly selected from each child care center, while generally only 1 child was available from each family day care home and own-home setting. For children cared for in their own homes or in family day care homes, the researchers randomly selected a sample from those in the target age-range who were listed in the up-to-date day care registers maintained by each county. For children attending child care centers, the researchers first randomly selected centers from county-level listings and then randomly selected children from those in the target age-range.

The achieved sample consisted of 318 children/families, including a small number of substitutions (replacements); there were 112 children from 66 child care centers, 89 children from 89 family day care homes, and 117 children cared for in their own homes. The Finnish sample—chosen from 25 counties that are spread throughout the country and that, as a group, include all three major types of early childhood settings—is a highly representative sample. Response rates across the various instruments ranged from 97% to 100%. Because of the highly representative sample and the high response rates, Finland's Phase 2 data are not weighted.

Finland's data collection spanned October 1991 to November 1992. Data collection was coordinated with eight early childhood teacher-training institutes located in different areas of Finland. As a part of their educational program, 484 students from these institutes voluntarily collected the data for the study.

Finland's research staff conducted two day-long training sessions at each of the eight institutes. The first session focused on the child developmental status measures and the questionnaires/interviews, while the second session focused on the observation systems. A faculty member at each institute participated in the training session and, working cooperatively with national research center staff, continued the training with the student data collectors. The national center and

the training institutes maintained close communication, including a telephone hot line during the data collection period. The coding of the data was verified first by the supervising faculty member at the institute and then by national research center staff.

Sampling and Data Collection in Greece (Urban)

In Greece, approximately 60% of preschool-aged children attend kindergartens (public or private), 30% attend child care centers (public or private), and the remaining children are cared for at home. The target population for Greece consisted of children in the Athens and Thessaloniki regions who were attending public kindergartens and public or private child care centers and were between ages 4 years 3 months and 4 years 9 months at the time of the child developmental status testing. Because the number of private kindergartens has been steadily decreasing for the past two decades, researchers chose not to include them as a Phase 2 setting.

The Phase 2 study in Greece was conducted in 2 of the country's 10 administrative regions—these 2 regions contain the cities of Athens and Thessaloniki and their surrounds. Although information about rural areas was desired, for a variety of reasons, the data collection was restricted to these two mostly urban areas. According to the 1992 national census, the Athens and Thessaloniki regions combined contain 4 million of the 10.3 million people in Greece, or 40% of the country's population. These 4 million people include 30% of the children who are enrolled in public kindergartens and 80% of the children who are enrolled in either public or private child care centers.

Greek researchers divided the Athens region into 11 sections and the Thessaloniki region into 12 sections, with both regions having some sections that were urban, semiurban, and somewhat rural. After all programs (kindergartens and child care centers) in each section were listed, a sample could be selected with PPS using systematic sampling procedures. The proposed plan called for selecting 200 children from 62 settings in the two regions.

The achieved sample contained 179 children from 79 settings, including 95 children from 53 public kindergartens and 84 children from 26 child care centers. Response rates across all instruments ranged from 88% to 100%. Since Greece's sample was drawn from

only 2 of the 10 administrative regions of the nation, the sample is not representative of the entire country. Therefore there is no weighting of the data to obtain national estimates, and the sample is considered to be a self-weighting sample of the joint population of Athens and Thessaloniki.

Data collection took place between May and December of 1993. Forty kindergarten teachers—23 in Athens and 17 in Thessaloniki —served as data collectors. Aristotle University faculty and staff conducted training sessions twice weekly during March and April of 1993. Training consisted of reviewing the instruments and practicing each data collection procedure. University staff also monitored the data collection and provided assistance when any problems arose. Fifteen of the Thessaloniki data collectors were also trained as data coders, and their work was supervised by university faculty.

SAMPLING AND DATA COLLECTION IN HONG KONG

In Hong Kong, nearly all 4-year-old children receive early childhood services, with approximately 85% enrolled in kindergartens (half-day programs regulated by the Education Department) and 15% attending day nurseries (full-day programs regulated by the Social Welfare Department). Hong Kong's target population included children attending kindergartens or day nurseries who were between ages 4 years 3 months and 4 years 9 months at the time of the administration of the child developmental status measures. (We will refer to day nurseries as "child care centers" in this report.)

Selection of children for the study involved the following steps. First, researchers formed 12 strata by combining the following variables: three localities (Hong Kong Island, Kowloon, New Territories), two types of settings (kindergartens, child care centers), and two sizes of settings (large, small). Second, project staff constructed a sampling frame for each stratum, and the sample of settings was randomly selected so as to be proportionate to the total number of settings available in each stratum. Third, if a selected setting contained multiple classrooms, one of these was randomly selected. Finally, the researchers compiled a list of all children in the target age-range in each setting and selected 4 of them per setting for the study, attempting to equalize as much as possible the numbers of boys and

girls. The proposed sample was designed to include 100 children from 25 child care centers and 100 children from 25 kindergartens.

The achieved sample consisted of 198 children from 51 settings, including 101 children from 26 kindergartens and 97 children from 25 child care centers. Replacements were needed for both types of settings, because 40% of the selected kindergartens and 20% of the selected child care centers chose not to participate (e.g., setting staff were too busy, the teacher was too inexperienced). In the sample of participating settings, there were no refusals from teachers or from children. Response rates exceeded 90% on every instrument. Because data collection included nearly equal numbers of children in the two types of settings even though the overall distribution of 4-year-olds is unequal across the two types of settings, appropriate weights are applied to obtain national estimates.

Between October 1991 and June 1992, data were collected by two graduate research assistants with master's degrees in psychology. Hong Kong's research coordinator trained the data collectors through a review of each instrument, peer-practice, and supervised practice with children. For the observation measures, the two data collectors were required to practice observing concurrently in the same setting until an acceptable degree of interrater reliability was reached. During data collection, the data collectors had weekly meetings with the research coordinator, so their progress could be monitored and problems could be discussed. The graduate research assistants completed the data coding and entry under the supervision of the research coordinator.

SAMPLING AND DATA COLLECTION IN INDONESIA (JAVA)

A small but unknown percentage of 4-year-old children in Indonesia attend early childhood settings of three different types—2-hour play groups, full-day child care centers, and 2-hour preschools. The general term "kindergarten" is used to refer to all these types of settings. Although a large percentage of 4-year-old children are cared for in their own homes, the Indonesian researchers chose, in this study, to focus on those children attending out-of-home settings. The researchers included early childhood programs of all types in their kindergarten sample and selected separate urban and rural samples of kindergartens. The study was conducted on the island of Java,

which includes approximately 70% of the total population of Indonesia. The Phase 2 target population included children who were attending kindergartens in three specific provinces of Java and were between ages 4 years 3 months and 4 years 9 months at the time of the child developmental status testing.

Initially for the Phase 2 study, the Indonesian researchers selected the 3 of Indonesia's 27 provinces that contain about 40% of the country's total population—Jakarta, Central Java, and West Java. From these provinces, they developed a sample of urban kindergartens (drawn from Jakarta) and a sample of rural kindergartens (drawn from Central Java and West Java). From all of the selected provinces' educational districts, the researchers randomly chose 5 to 10 districts, and from each of these, they randomly chose 1 to 4 subdistricts for the study. Within each selected subdistrict, the research team randomly selected up to three kindergartens and then, from children in the appropriate age-range, they selected a maximum of 4 children per kindergarten for data collection. This meant that the proposed sample for Indonesia included 40 kindergartens (160 children) from Jakarta and 30 kindergartens (120 children) from Central Java and West Java.

The achieved sample consisted of 251 children in 67 kindergartens, with the urban sample having 153 children attending 39 kindergartens in Jakarta and the rural sample having 98 children attending 28 kindergartens in Central Java and West Java. The response rates exceeded 90% on all measures. Approximately 89% of the Indonesian population is rural and 11% is urban, so appropriate weights have been applied for national estimates.

Forty researchers from the Office of Educational and Cultural Research and Development (OECRD) carried out the data collection between December 1991 and March 1992. Each had previous experience in data collection and was familiar with the local languages spoken in the specific areas selected for the study. During a 3-day training program, the data collectors reviewed and practiced each measure. Since data collection was conducted over a large geographical area, monitoring was done by telephone. The data collectors coded the data and submitted it to the OECRD, where it was checked and compiled.

SAMPLING AND DATA COLLECTION IN IRELAND

The most recent data available from Ireland's Department of Education indicate that 56% of 4-year-olds attend the infant classes of the national schools. Using various sources of information, the Irish researchers were able to estimate that at least an additional 20% of 4-year-olds attend other, part-time preschool programs. The sponsors of Ireland's IEA study, particularly the Combat Poverty Agency, requested that the study collect separate data for those programs that were determined to be "disadvantaged"—both among the national-school infant classes and among the part-time preschool programs. In the case of the infant classes (national schools), the Department of Education determined what "disadvantaged" would mean, while in the case of the part-time preschools, the Irish researchers themselves made the determination based on whether or not a program received state funds. Consequently, based on this distinction, the target population in Ireland consisted of children between ages 4 years 0 months and 5 years 0 months at the time of the child developmental status testing who attended one of four types of early childhood settings: "nondisadvantaged" preschools, "disadvantaged" preschools, "disadvantaged" national schools, and "nondisadvantaged" national schools.

For each of the four types of settings, researchers compiled an up-to-date list of schools throughout the country. Using systematic sampling procedures, they selected an initial sample of 24 to 26 settings of each type. In settings with more than one classroom serving children in the target age-range, researchers randomly selected one classroom. Then, from a list of children within each classroom who were in the target age-range, 4 children per classroom were randomly selected. The proposed sample was designed to include 400 children, with equal numbers from each type of setting. Since it was unclear whether the desired sample size could be found within the 24 to 26 settings of each type, possible replacement settings were identified, and data collection continued until a sample size of approximately 100 children was reached for each type of setting.

The achieved sample consisted of 396 children in a total of 109 settings: 90 children in 25 nondisadvantaged preschools, 103 children in 29 disadvantaged preschools, 102 children in 27 disadvan-

taged national schools, and 101 children in 28 nondisadvantaged national schools. Response rates across various instruments ranged from 92% to 100%.

The 42 data collectors were primarily from the social sciences, education, or early childhood service backgrounds, with most being current or recent postgraduate students. Their training lasted 2½ days and consisted of reviewing and demonstrating the instruments, practicing with videotapes, and practicing with settings/persons. The data collection, which took place between March 1994 and March 1995, was closely monitored by national research center staff, who also verified the data being submitted. After examination of weighted and unweighted findings for several major variables revealed a few small differences, it was decided to use unweighted data for national estimates.

SAMPLING AND DATA COLLECTION IN ITALY

In Italy, 95% of 3- to 6-year-old children attend preprimary schools (*scuola materna*), with approximately half of the children attending state preprimary schools and half attending non-state preprimary schools (run by local government, religious bodies, or private individuals/organizations). For Phase 2, Italy's target population included children attending state and non-state preprimary schools who were between ages 4 years 3 months and 4 years 9 months at the time of the child developmental status testing.

The study in Italy included the entire country and was stratified on two dimensions: geographical area and population of the commune, calculated on the basis of the total number of children born in each commune between 1 January 1987 and 31 December 1988. Five geographical strata were formed and labeled as northwestern, northeastern, central, and southern Italy, and the islands (Sardinia and Sicily). A total of 50 communes in these strata were selected using PPS procedures. Researchers then randomly selected three preprimary schools from each of the 50 communes and randomly chose 4 children in the target age-range from each preprimary school, resulting in a proposed sample of 150 settings and 600 children.

The achieved sample included 500 children/families from 143 programs. The response rates ranged from 87% (for the Family

Background Interview) to 95% (for the child measures and observation systems). Since Italy's sample is a probability sample, no weights are applied for national estimates.

Fifty-seven university graduates who were working as psychologists or researchers carried out Italy's data collection between February and May of 1992. Data collectors were trained in small groups during two 3-day training sessions that included an overview of the project and practice with data collection procedures for each instrument. The national research coordinator monitored the data collectors via telephone throughout the data collection period and checked all data, upon submission, for completeness and accuracy. After each data collector reported completion of his or her task, the coordinator made calls to selected settings and homes to verify that the data collection had occurred.

SAMPLING AND DATA COLLECTION IN NIGERIA (3 STATES)

Fewer than 10% of Nigeria's 4-year-olds attend group settings (such as kindergartens or child care centers), while the remaining children are cared for at home by parents, relatives, or others. Consequently, Nigeria's target population consisted of 4-year-olds attending early childhood group settings or being cared for in their own homes. First, the research team selected three states (Osun, Enugu, Kaduna) that, combined, included the major cultural/ethnic groups of Nigeria. Second, local agencies compiled lists of all group settings in each of these three states, and from this list, programs were randomly selected from both urban and rural areas. Finally, from the children in the target age-range in each selected program, researchers randomly chose a maximum of 4 children per program. The proposed sample included a total of 350 children, with 250 cared for in group settings and 100 cared for in their own homes.

Researchers conducted data collection in all three states, but initially only the supervisors from Osun and Kaduna submitted their data to the national coordinator. (The supervisor from Enugu has also recently submitted data, which the ICC is presently processing.) Nigeria's achieved sample consisted of 174 children in 49 urban group settings, 69 children in 18 rural group settings, and 86 children cared for in their own homes. *For this report, the achieved sample in-*

cluded only the teachers and families from Osun and Kaduna and consists of 208 children, with 148 children enrolled in 45 group settings and 60 children cared for in their own homes. The response rates for the observation systems and child developmental status measures were at least 90%, while those for the interviews and questionnaires were lower (64% to 70%). Although 65% of Nigeria's population resides in rural areas, the present study's sample was only 34% rural. Consequently, the data have been weighted to obtain national estimates that more closely approximate the urban/rural population distribution.

In both Osun and Kaduna, Nigeria's national research coordinator employed eight data collectors who were either staff members or graduate students at universities or employed in school systems. In each state, one of the eight data collectors was designated as the supervisor, and at least one of the data collectors was a past or present resident of the state. A 10-day training session was conducted for the data collectors, during which each person practiced using each instrument several times.

Throughout the data collection period (July to September 1992), the supervisors closely monitored the work of other data collectors and worked with them to solve problems that arose. As data were submitted, the supervisor checked and packaged data for transfer to the national research center. Seven undergraduates at the University of Ibadan coded the data under the supervision of the national research coordinator.

Sampling and Data Collection in Poland

A majority of 4-year-old children in both urban and rural Poland attend preschools that are directed by the Ministry of Education. A strong interest in learning more about these organized group settings, combined with an interest in comparing the Ministry's preprimary programs in urban versus rural areas of the country, guided the Polish research team. Consequently, Poland's target population consisted of children who attended urban and rural preschools and were between ages 4 years 3 months and 4 years 9 months at the time of the child developmental status testing.

Poland's researchers developed a multistage cluster sampling plan with the following steps. First, the research staff compiled a list

of urban and rural areas of the 49 administrative districts in Poland (this list also indicated the number of children in the approximate target age-range living in each area). Then, using PPS procedures, researchers selected from this list 32 areas (16 urban and 16 rural). Next, from a list of all the preschools in each selected area, they randomly selected 4, resulting in a total of 128 preschools for the proposed sample. Finally, from a list of children in the target age-range in each selected preschool, researchers randomly chose 4 children per preschool, resulting in a total of 512 children in the proposed sample.

The achieved sample contained 496 children enrolled in 124 preschools. Including a small number of replacement preschools (3% of the final sample) was necessary because some programs were closed or contained no children in the target age-range. For approximately 10% of the original sample, replacement children/families were used, since the selected children/families withdrew for various reasons before completion of data collection. The urban/rural distribution of the achieved sample closely paralleled that of Poland's population, so no weights have been used for the calculation of national estimates. Response rates exceeded 90% for the various instruments that were administered.

Poland's data collectors were 46 graduates of 2-year or 5-year college programs who had experience in education settings. The national research coordinator conducted two training sessions for the data collectors, a 2-day session and a 1-day session that included group discussions, demonstrations, and practice with each instrument. National researchers closely monitored the data collection, which took place between February and June of 1992, and solved problems as they arose. Staff in the national office coded and entered the data for analysis.

SAMPLING AND DATA COLLECTION IN ROMANIA

Until 1990 nearly all 4-year-old children in Romania attended kindergarten, either normal-day programs (4–5 hours) or long-day programs (7–10 hours). Although since 1990 the percentage of 4-year-olds attending kindergarten has decreased somewhat because of the country's political/social changes, at the time of the Phase 2 data collection, Romanian kindergartens still enrolled the majority

of 4-year-olds. Romania's researchers were interested not only in comparing the country's two types of kindergartens (i.e., normal-day and long-day), but also in urban-rural program differences. However, because mostly normal-day programs exist in rural areas, the study was not able to include any long-day programs from rural areas. Romania's target population therefore included children attending three different types of programs—urban normal, rural normal, and urban long—who were between ages 4 years 3 months and 4 years 9 months at the time of the child developmental testing.

Researchers used multistage cluster sampling procedures to select the sample of settings and children in Romania. First, they developed a list containing a variety of information about 37 of the 40 districts in Romania (three districts using a special dialect were omitted). After ordering the list, they used PPS procedures to select 8 of the 37 districts. For each selected district, researchers developed a separate list for each of the three types of kindergartens—urban normal programs, rural normal programs, and urban long programs; then, using PPS procedures, they selected from each district's lists three programs of each type, resulting in a total of nine programs per district. Finally, for each program selected, project staff developed a list of children in the target age-range and randomly selected 4 of them per program. The proposed sample for Romania included 288 children in 72 settings.

The achieved sample included 276 children in 69 kindergartens—96 children in 24 urban normal programs, 84 children in 21 rural normal programs, and 96 children in 24 urban long programs. Since the proportions of sample children attending the three different types of settings did not agree with the proportions in the population, weights have been calculated and weighted data are used for national estimates. The response rates for the various instruments varied between 98% and 100%.

Romania conducted data collection between June 1992 and April 1993. Five experienced college graduates served as the primary data collectors, and seven university students (from the college of education) assisted with various aspects of the process. During a 2-week training program, data collectors studied and practiced each measure. The national research coordinator worked closely with individual data collectors to solve problems as they arose.

SAMPLING AND DATA COLLECTION IN SLOVENIA

Slightly more than half of preschool-aged children in Slovenia attend publicly sponsored full-day kindergartens (combined education/care programs), while the remaining ones are cared for in their own homes by parents, relatives, or others. Originally, the Slovenian research team planned to include in their study children attending own-home as well as out-of-home settings. However, procedural difficulties prevented them from including children at home. Thus, the Slovenian target population was defined as children attending full-day kindergarten who were between ages 4 years 3 months and 4 years 9 months at the time of the child developmental status testing.

The multistage procedures used for sample selection were these: First, using various sources of information, researchers selected a sample of 30 counties. Of the 30 counties, 14 were in urban areas and 16 were in semiurban areas that contained full-day kindergarten programs attended by children from the surrounding rural areas. In each selected county, the researchers used PPS procedures to select kindergarten programs for study, and from each selected program, they randomly chose 4 children in the target age-range.

The achieved sample consisted of a total of 143 children in 44 kindergartens. The Slovenian sample is drawn from 30 counties located throughout the country and includes children who attend the only type of early childhood setting available to families. Because the sample is representative of the 4-year-old population who attend full-day kindergartens, no weights are needed for national estimates. Response rates exceeded 95% for the observation systems, the child developmental status measures, and the Expectations Questionnaire but were much lower for the Provider Survey (75%) and Family Background Interview (56%). Data collection in Slovenia, which was conducted in May and June of 1993, was supervised by a research coordinator at the University of Ljubljana's Educational Research Institute. The data collectors were 15 students enrolled at the university. They underwent two training sessions, a 1-day session focused on the child developmental status measures and the questionnaires/interviews, and a 1-day session focused on the observation systems. Data collection was monitored via a hot line that data collectors could use to communicate with the national research center. The coding

and entry of data were completed at the Educational Research Institute.

SAMPLING AND DATA COLLECTION IN SPAIN (CATALONIA)

In Spain, all 4-year-old children attend kindergartens, with 54% enrolled in public programs and 46% enrolled in private programs. Thus Spain's target population consisted of children attending these two types of kindergartens who were between ages 4 years 0 months and 5 years 0 months at the time of the child developmental status testing. The study was confined to Catalonia, an autonomous community in northeastern Spain that has a total population of 6 million.

Catalonian researchers used the following procedures to select the sample for the study. First they prepared an up-to-date list of public kindergartens that indicated the total number of 4-year-olds enrolled and that was ordered from large urban areas to remote rural areas. Using PPS procedures, the researchers selected from this list 29 kindergartens to be used in the study. A similar process was followed to select 26 private kindergartens for the study. Finally, from a list of children in the target age-range in each selected public or private kindergarten, researchers randomly chose 4 children per kindergarten. The proposed sample consisted of 116 children enrolled in 29 public kindergartens and 104 children enrolled in 26 private kindergartens.

The achieved sample included a total of 215 children in 54 settings—115 children in 29 public kindergartens and 100 children in 25 private kindergartens. The refusal rate for participation was extremely low (2%). Among those participating, the nonresponse rates across the various instruments ranged from 0% to 7%.

The study sample and Catalonia's 4-year-old population were similar in both the proportions attending public and private kindergartens and the proportions in urban and rural areas. This information, combined with the low refusal and nonresponse rates, led to the decision that no weighting of the data would be necessary for national estimates.

Thirty-two persons who had graduated from or were currently enrolled in psychology or education programs at Catalan universities served as data collectors. Following a 2-day introduction to the study

and the instruments, they participated in a 1-week training session consisting of supervised practice in local schools. The training concluded with a 1-day session devoted to clarification of items and procedures and an evaluation of the data collectors.

During the data collection period (May and June of 1992), the data collectors submitted data promptly to the national research center, where they were checked for completeness and consistency. Following data collection, 16 of the data collectors coded and entered the data for analysis. A contracted professional firm checked the accuracy of the data coding and entry.

SAMPLING AND DATA COLLECTION IN THAILAND

The majority of Thailand's 4-year-old children attend group settings (educational programs, child care centers), while the remaining children of that age are cared for in their own homes. Since the Thai research team was interested primarily in children's participation in group settings, Thailand's target population included children attending child care centers and educational programs who were between ages 4 years 3 months and 4 years 9 months at the time of the child developmental status testing.

The sampling plan for Phase 2, which was based on information provided by Phase 1 of the IEA/PPP, included the following steps. First, from the 33 provinces included in the Phase 1 study, researchers selected 17 to represent the five major geographical strata of Thailand (northern, northeastern, central, southern, and Bangkok). Second, in each of the 17 provinces, researchers randomly selected six facilities from a single, combined list of child care and education facilities of various sizes. The proposed sample included 208 children in 52 settings, with 116 children attending 29 educational settings and 92 children attending 23 child care settings.

The achieved sample consisted of 212 children in 53 settings, with 124 children from 31 educational settings and 88 children from 22 care settings. The response rates across the various instruments ranged from 98% to 100%. After comparing the major characteristics of the sample with those of the population and examining weighted and unweighted data, researchers determined that unweighted data could be used for national estimates.

Thailand's data collectors were 11 women with master's degrees in education and experience working with children. Their training began with a 1-day introductory session followed by a 1-week self-study period. Then project staff conducted a 4-day training session consisting of demonstrations and supervised practice with the various instruments. Data collectors practiced by watching videotapes and by actually collecting information in settings. Their training concluded with a 1-day session for review, discussion, and evaluation.

Project staff closely monitored the data collectors and resolved problems as they developed, checked the data for completeness and accuracy on submission, and supervised the coding and entry of the data. In Thailand, data collection covered two periods, September 1992 to February 1993, and March 1993 to August 1993.

SAMPLING AND DATA COLLECTION IN THE UNITED STATES (6 SITES)

According to the findings from Phase 1 of the IEA/PPP, fairly large percentages of U.S. families with preschool-aged children make use of organized care/education programs or family day care homes; in addition, approximately 40% care for their own preschoolers at home. Therefore, U.S. researchers included these three types of settings in their Phase 2 study; they also distinguished two specific types of organized programs that are important for public policy reasons—Head Start programs and public school preschool programs. Thus, the American target population included children in (1) Head Start programs, (2) public school preschools, (3) other organized programs, (4) family day care homes, and (5) own-home settings; target children were between the ages 4 years 0 months and 5 years 0 months at the time of the child developmental status testing.

The researchers selected six data collection sites around the U.S., ensuring that varying degrees of urbanization were represented among them. The sites included three large, densely populated metropolitan areas (Newark, NJ; Los Angeles, CA; Santa Clara County, CA); a mostly rural county containing one medium-sized city (Calhoun County, MI); and two sparsely populated, small-town/rural sites (the six-county Delta region of Mississippi, and rural sections of two counties in southeastern Michigan). Together, the six sites included families from all major cultural/ethnic and socioeconomic

groups in the United States. From each of the six sites, researchers planned to select children to represent the five categories of settings listed in the previous paragraph.

Different sampling procedures were developed for selecting children from the various categories of early childhood settings. For selecting those from Head Start and public school preschool programs, researchers developed an up-to-date program list for each of the six data collection sites; then, using PPS procedures, they selected from each site where such programs existed, five programs of each type (Head Start and public school) for the study. For each of these five programs, a list of children in the target age-range was developed, and from these lists, 4 children per program were randomly selected. The plan was to obtain from each site 20 children representing Head Start and 20 children representing public school preschool.

To select children being cared for in the remaining three categories of settings—other organized programs, family day care homes, and own-home settings—area sampling and listing-and-screening procedures were used within each site to identify children attending settings of each of these three types. Then, within each site, for each type of setting, researchers compiled a list of children/settings identified by the listing-and-screening, and from this list, they selected a sample of children for the study.The proposed sample included 600 children, with 120 children participating in each of the following five categories of settings: Head Start programs, public school preschool programs, and other organized programs; family day care homes; and the child's own home.

The achieved sample consisted of a total of 559 children: 109 children enrolled in 31 Head Start programs, 107 children attending 24 public school preschool programs, 193 children in 45 other types of organized programs, 71 children in 32 family day care homes, and 79 children cared for in their own homes. Response rates were at least 90% for every instrument but the Provider Survey (77%). Since the sample's proportions of children in the various types of settings did not approximate actual proportions in the population, weights are used for calculating national estimates.

A site coordinator was named for each of the six data collection sites in the U.S. study. The coordinator had a university degree in

education or a related field and had at least 5 years of experience in early childhood education or a related field, such as social work. Each coordinator hired a site data collector with credentials similar to these. Following a period of self-study, all site coordinators and data collectors traveled to the national research center for 2 weeks of training, including practice with all instruments with nearby settings and families. Data collection was conducted between March 1992 and December 1993.

❁

As this description of methodology indicates, Phase 2 of the IEA Preprimary Project was a complex research undertaking in which sampling strategies had to be different from country to country. Once each country had identified its key types of early childhood settings for inclusion in the study, then national researchers, together with the sampling referee, had to devise the best way to use available sources of information to select representative samples of settings and families. In some countries (e.g., Finland), the sampling procedures could be straightforward because of the ready availability of comprehensive listings; in others (e.g., the United States), where few listings existed, complicated procedures such as listing and screening had to be followed. However, amid the necessary variations in national sampling strategies, two facts stand out: Nearly every country was able to include its entire geographical area in the study, and nearly every country was able to include its major types of early childhood settings. Thus, in most cases, the sample of settings used for the study was representative of a country's total population of settings. This fact, together with the consistently high response rates across the 15 countries, constitutes a strength of this study that should be kept in mind when reading about Phase 2 findings concerning teacher/parent expectations in later chapters of this monograph.

SUMMARY STATEMENTS

- In most participating countries, the geographic area covered by the Phase 2 study included the entire country.
- In nearly every country, the sample of settings included all major types of early childhood settings used by families with young children and was representative of the total population of such settings in the country.
- In most countries, only a few settings (if any) refused to participate in the study, even though the data collection took several days and looked closely at adult as well as child behaviors.
- In nearly every country, response rates exceeded 80% for all Phase 2 instruments. Many countries had response rates above 90% on most instruments.

III
Development of the Expectations Questionnaire

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To facilitate interpretation of the findings described in this monograph, this chapter provides a detailed discussion of the Phase 2 instrument—the Expectations Questionnaire—that was used to obtain those findings.

As was pointed out after the review of the literature in Chapter 1, a distinguishing feature of Phase 2 of the IEA Preprimary Project is that it provides a chance to **compare expectations of groups of teachers with those of matched groups of parents**—and it does this within the context of a multinational study. The variety of nations involved in Phase 2 and the fact that researchers hoped to make teacher-versus-parent as well as teacher-versus-teacher comparisons, including some comparisons both within and across 15 countries, meant that there was considerable challenge in developing the Expectations Questionnaire. The multinational cooperative procedure used to produce the instrument had to take into account not only the 15 countries' language and cultural differences but also the varying degrees of literacy that would be found among respondents.

As summarized at the end of Chapter 1, the Expectations Questionnaire was to produce data enabling researchers to answer these six questions:

1. Which areas of development do teachers and parents consider to be most important for preschool-aged children? Do teachers (and do parents) in different countries have similar views?

2. In any given country, how similar are teacher and parent views about which areas of child development are most important?
3. How do teachers and how do parents define the various areas of child development that they consider to be most important? Are the definitions of the two groups similar or different?
4. Which areas of child development do teachers think that parents consider to be most important, and vice versa? How accurate is each group in this prediction of the other's viewpoint?
5. In the opinion of teachers, which areas of child development are teachers responsible for and which of them are parents responsible for? What are parents' views about how responsibilities should be assigned? Do parents and teachers agree in the way that they assign responsibilities?
6. Is there any connection between the background characteristics of teachers (or parents) and their views about the areas of development most important for young children?

To get at the answers to these questions, the research coordinators from the Phase 2 participating nations jointly devised a questionnaire with two forms, one for teachers/caregivers and one for parents/guardians.

Defining the Questionnaire's "Areas of Development"

The questionnaire was designed to elicit a respondent's opinions about the relative importance of a set of eight areas of development (skill categories) commonly associated with preschool-aged children: **language skills, motor/physical skills, preacademic skills, self-assessment skills, self-expression skills, self-sufficiency skills, social skills with adults,** and **social skills with peers.**

This list of eight areas of development was the result of discussion and consensus among researchers from the 15 countries. For each area they named, they reached agreement not only on a brief definition but also on a list of from 7 to 11 characteristic subskills, to be sure that the category would have a clear meaning in each country. Table 3.1 on pp. 50–51 lists each of the eight development areas, or skill categories, along with its defining subskills.

A special effort was made to include the subskills that each of the countries' researchers considered as the important defining characteristics of a given category, even if not every named subskill applied to all the cultures involved. For example, under the category *language skills,* being able "to pronounce words correctly" is considered in some cultures to be of high importance as a defining subskill, whereas in other cultures this subskill would not be, for preschoolers, an essential characteristic of *language skills.*

It is also important to realize that even when all countries wanted a specific subskill included in the defining list, the subskill might be considered more important in some cultures than in others. For example, in the *motor/physical skills* category, the subskills *to . . . follow a movement routine* and *to use a slide, swing, or climbing structure* are of extremely high importance in China, where preschool children as a group are expected to perform a daily movement routine to music and where playgrounds often have creative climbing equipment. In Poland, however, preschoolers are encouraged *to run, skip, jump* and *to play organized physical games.*

COMMUNICATING ABOUT THE AREAS OF DEVELOPMENT

With the list of eight broad categories and their defining subskills agreed on, researchers needed to devise a way to clearly present these areas of development (skill categories) to a teacher or parent who would be responding to questions about the relative importance of the eight areas. First of all, to facilitate presenting the list, they agreed that its translation from English to the various national languages should be done in a functionally equivalent, rather than a literal, manner. Also, since there was the possibility that data collectors would be interviewing some nonliterate or semiliterate respondents, expressing the skill categories in words might not suffice in every case; so, for administering the Expectations Questionnaire, researchers developed a set of eight cards. One side of each card listed a particular skill category along with its subskills; the other side contained drawings that conveyed the idea of the skill category. (For example, on the card illustrating the category *motor/physical skills,* the

Table 3.1 The eight Expectations Questionnaire skill categories

Language skills—Child learns to express his/her thoughts and feelings verbally in a clear and appropriate manner.

- To engage in conversation with peers and adults
- To pronounce words correctly
- To use new words properly
- To describe an experience clearly
- To ask questions when he/she is confused or curious
- To explain his/her point of view
- To retell stories or make up his/her own stories
- To answer questions about a story
- To communicate his/her feelings in words

Motor/physical skills—Child improves his/her coordination, balance, and agility through large-muscle activities.

- To run, skip, jump
- To throw, kick, hit, or catch a ball
- To use a slide, swing, or climbing structure
- To ride a bike or other riding toy
- To balance on one leg
- To hop on one foot
- To do a somersault
- To exercise, do calisthenics, or follow a movement routine
- To play organized physical games (e.g., soccer, baseball, chasing games)

Preacademic skills—Child learns basic concepts; improves small-muscle coordination; and begins to master skills necessary for reading, writing, and arithmetic.

- To recognize shapes and colors
- To identify opposites
- To understand concepts of size and quantity
- To understand concepts of classification and seriation
- To understand temporal and spatial relationships
- To build with or manipulate small objects (e.g., Legos, stringing beads, puzzles)
- To copy numbers and letters/characters of the native language
- To recognize numbers and letters/characters of the native language
- To recognize his/her first name
- To count from 1 to 10
- To concentrate and focus his/her attention on a task or activity (e.g., to listen attentively to stories, to complete a worksheet)

Self-assessment skills—Child learns to assess his/her own abilities and behaviors, begins to take pride in his/her accomplishments, and develops a sense of self-confidence.

- To know which skills/activities he/she does well and which he/she could improve
- To learn to judge the appropriateness of his/her own behavior
- To have his/her own ideas and opinions
- To be aware of his/her own emotions and to feel comfortable expressing them appropriately
- To be proud of his/her work
- To feel good about him/herself
- To dare to try new things

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Table 3.1 (cont.) The eight Expectations Questionnaire skill categories

Self-expression skills—Child learns to express him/herself creatively through arts and crafts, music, dance, and/or imaginative play.

- To create a picture, design, or three-dimensional object with handicraft materials
- To manipulate sensory materials (e.g., play dough, clay, sand, finger-paint)
- To listen attentively to music
- To create or imitate simple rhythms
- To sing songs, rhymes, fingerplays
- To dance to music
- To play imaginatively with toys
- To role-play daily life scenes with or without props (e.g., puppets, dolls, blocks, trucks, dress-up clothes)

Self-sufficiency skills—Child learns to be independent and to care for him/herself and his/her belongings in a responsible manner.

- To play by him/herself
- To dress him/herself
- To attend to his/her personal needs (e.g., use the toilet, wash hands or face, brush teeth)
- To clean or pick up after him/herself
- To not lose or forget his/her belongings
- To learn to keep his/her things in order
- To ask for help when needed
- To show persistence in a task or activity and to finish what he/she begins
- To eat what is good for his/her health
- To know how to use a telephone properly
- To recognize and avoid dangerous behaviors, objects, and products in the environment

Social skills with adults—Child learns to listen to, cooperate with, and respect adults.

- To initiate interactions with adults
- To be quiet when asked
- To be polite
- To listen carefully to adults
- To be cooperative with adults
- To follow directions
- To correct his/her mistake with an adult (e.g., to admit when he/she is wrong, to apologize, to help clean up his/her spill)
- To be honest with adults
- To treat adults respectfully

Social skills with peers—Child learns to share and cooperate with other children, to respect them, and to understand their feelings.

- To initiate interactions with other children and to form friendships
- To play cooperatively with other children
- To share toys
- To correct his/her mistake with a peer (e.g., to admit he/she is wrong, to apologize, to give back a toy)
- To treat other children's work or belongings with respect
- To understand that other children have different opinions
- To offer help to other child in difficulty
- To comfort another child in distress
- To express anger or frustration with peers appropriately

drawings showed children engaging in three or four easily recognizable motor/physical activities, such as using a slide, kicking a ball, jumping.)

First a basic set of eight cards was agreed on by all countries, and then the research coordinator in each country adapted the drawings on those cards to fit the families and children in his or her nation. Figure 3.1 shows how two countries adapted the basic card for *self-expression skills* (which was the card used by the United States).

The U.S. researchers' decision to use stick figures rather than realistic drawings of children is one example of a specific cultural adaptation. In this case, the adaptation was based on not wanting to depict any single ethnic or cultural group (pilot-testing was conducted to be sure that U.S. parents could adequately interpret the stick figures).

In Figure 3.2 on p. 54, the drawings chosen by three different countries to depict *self-sufficiency skills* suggest other cultural adaptations. Whereas being a self-sufficient 4-year-old in the United States is indicated as dressing one's self, attending to personal needs, and knowing how to use a telephone, Italy's researchers chose to show only two of these activities. Belgium's drawings, on the other hand, omitted use of the telephone but added two new activities, keeping things in order and picking up after oneself by putting toys away.

PART 1: THE "RANK-ORDERING" PROCEDURE

To obtain answers to questions #1 and #2 on p. 16, the first part of the Expectations Questionnaire contained three steps requiring respondents to rank-order the eight areas of development (broad skill categories): Step 1—The data collector presented the respondent—the teacher (or the parent, in the parent version of the questionnaire)—with the cards illustrating the eight broad skill categories; the respondent was to rank-order the categories by first choosing "the three most important" for preschool-aged children, indicating which of these was "most important," "second most important," and "third most important." Step 2—The respondent was to choose the "the three least important" of the eight categories, indicating which was "least important," "second least important," and " third least important." Step 3—From the two remaining (unranked categories), the respondent was asked to

Basic Drawings for Self-Expression Skills (Used by U.S.)

China's Drawings for Self-Expression Skills

Nigeria's Drawings for Self-Expression Skills

Figure 3.1 China's and Nigeria's adaptations of the basic (U.S.) self-expression drawings

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Basic Drawings for Self-Sufficiency Skills (Used by U.S.)

Italy's Drawings for Self-Sufficiency Skills

Belgium's Drawings for Self-Sufficiency Skills

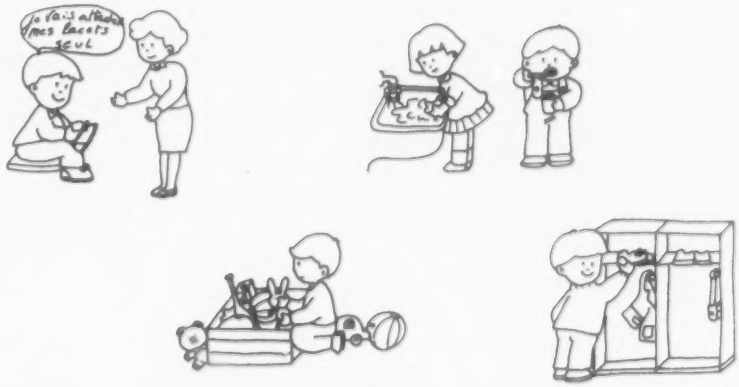

Figure 3.2 Italy's and Belgium's adaptations of the basic (U.S.) self-sufficiency drawings

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Most Important	#1 Language skills		#5 Preacademic skills
Second Most Important	#2 Self-sufficiency skills	Third Least Important	#6 Motor/physical skills
Third Most Important	#3 Social skills with peers	Second Least Important	#7 Social skills with adults
	#4 Self-expression skills	Least Important	#8 Self-assessment skills

Figure 3.3 One respondent's rank-ordering of categories

choose the "more important" of the two. The result of these three steps was a ranking of all eight categories "from #1 to #8, most important to least important." Figure 3.3 above illustrates how one respondent's rank-ordering looked after completion of the three steps constituting Part 1 of the questionnaire.

PART 2: THE "DEFINITION" PROCEDURE

Part 2 of the Expectations Questionnaire addressed the third question on page 16. It asked the respondent (teacher or parent) to look again at the three areas of development that he or she had just ranked #1, #2, and #3 and to name, for each area, the two subskills that are "the most important" in that area. This would give researchers some indication of how respondents "defined" each of their first three rank-ordered skill categories. For example, the respondent whose rank-ordering is shown in Figure 3.3, after considering the lists of subskills for her category #1, category #2, and category #3 in Figure 3.3, gave this response to Part 2 of the questionnaire:

RANK-ORDERED SKILL CATEGORY	TWO MOST IMPORTANT SUBSKILLS
#1 Language skills	To engage in conversation with peers and adults
	To ask questions when confused

#2 Self-sufficiency skills	To attend to his/her personal needs (e.g. use the toilet, wash hands or face, brush teeth)
	To recognize and avoid dangerous behaviors, objects, and products in the environment
#3 Social skills with peers	To play cooperatively with other children
	To initiate interactions with other children and to form friendships

PART 3: THE "PREDICTION" PROCEDURE

The fourth question (see p. 16) that researchers sought to answer is addressed by Part 3 of the Expectations Questionnaire. This part explores teachers' and parents' perceptions about each other's expectations for preschool-aged children in the following way: In the teacher's form of the questionnaire, the teacher is asked for this response: "Please choose the three [of the eight broad skill categories] that you believe most of the parents/guardians of children in your setting think are most important . . . and rank them in order of importance." The teacher then makes her or his prediction about what the parent will choose as "most important," "second most important," and "third most important" of the eight areas of child development. In the parent's form of the questionnaire, the parent is asked to make a similar prediction about the #1, #2, and #3 choices of the child's teacher.

PART 4: THE "RESPONSIBILITY ASSIGNMENT" PROCEDURE

The fourth and last part of the Expectations Questionnaire addresses question #5 on p. 16. Here, the respondent is asked to once again consider the eight broad skill categories and decide, in terms of teaching the child, which three of them are important **teacher/caregiver responsibilities** and which three of them are important **parent/guardian responsibilities**. In assigning responsibility under these two headings, the respondent is to designate the category that is "most important," "second most important," and "third most important." The question is asked in such a way that respondents can, if they wish, assign same or different responsibilities to teachers and

parents. For example, a parent (or teacher) might reply that teaching *language skills* is the most important responsibility of both teacher and parent.

THE COMPLETED QUESTIONNAIRE

To answer the sixth and final question on p. 16, researchers intended to use the data produced by Parts 1 through 4 of the Expectations Questionnaire and relate it to information about respondents' background characteristics, such as age, education, and experience (in the case of teachers) and education, occupational level, and household size (in the case of parents).

The final version of the U.S. Expectations Questionnaire (in both teacher and parent form) is found in Appendix A. Each participating country, before arriving at a final version, conducted two rounds of pilot-testing with both teacher and parent forms of the questionnaire along with the accompanying cards illustrating the skill categories. The first pilot-testing revealed that in some countries, some minor revisions in wording or drawings were needed. No country found the need for any revisions after the second pilot-testing.

In addition, to be sure that the somewhat unusual rank-ordering task was one that parents would be comfortable with and respond to in a useful way, the ICC explored parents' consistency in responding to the Expectations Questionnaire items by administering the measure to 27 parents two times, 2 weeks apart (test-retest procedure). The results were confirming: Over the two administrations of the questionnaire, parents remained very consistent in how they ranked the eight areas of development and in how they responded to the other items about definition of skill categories and teacher/parent assignment of responsibilities.

As with all of the Phase 2 measures, the development of the Expectations Questionnaire was a significant undertaking. Solutions were found to enable researchers in 15 different countries with varying language systems (involving both letters and characters) and varying cultures to administer functionally equivalent interviews to teachers and parents in every country. In addition, adaptations were made that allowed the questionnaire to be administered to literate as

well as non- or semiliterate respondents. The careful development of the three-step procedure of rank-ordering the eight skill categories resulted in a process that nearly every respondent in each country was able to understand and follow. The next chapter describes the characteristics of those respondents—the teacher and parent samples in each participating country.

IV
Characteristics of the Teacher and Parent Samples

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Before examining IEA findings about parent and teacher expectations, it is useful to know something about the two groups of respondents involved. This chapter therefore describes the major teacher and parent characteristics for the samples in each of the 15 countries participating in the Phase 2 study. Because in many cases the expectations findings were similar across the various types of preprimary settings within a country, the findings in the next few chapters are presented at a *national* rather than a setting level. However, to provide complete background information for the reader, this chapter presents each country's teacher and parent characteristics separately according to type of setting (e.g., for kindergartens and for child care centers in Hong Kong).

The descriptions of the teacher samples include data about age, gender, educational attainment, certification status, and teaching experience. For the parent samples, the descriptions include educational attainment, employment status, and number of persons in the household. In each country, project staff used the Provider Survey to gather information from teachers and the Family Background

Interview to collect information from parents. (See Chapter 2, p. 21, for descriptions of these instruments.)

THE TEACHER AND PARENT SAMPLES

The structure of Phase 2 defines the specific roles of two target populations: teachers of preprimary children in selected settings and the parents of those same children. If one were to compare a sample of preprimary teachers and a corresponding sample of parents only from a social-cultural point of view, that is, without concern for their role with respect to young children, in many countries the two samples would be likely to show similar characteristics—for example, similar ages and educational backgrounds. Indeed, in the case of the Phase 2 study, in some countries many of the sample teachers are themselves mothers of young children, and some of the sample mothers are at the same time teachers in various types of educational or child care settings. As this study unfolds, however, the discriminating factor is represented by the *respective roles* of teachers and parents in the education of young children. The teachers have been interviewed *specifically as teachers,* so their responses are expected to reflect their point of view precisely insofar as they think and act as teachers. On the other hand, parents have been approached as the persons *primarily responsible for their own children's general care,* regardless of their possible employment as teachers.

CHARACTERISTICS OF THE TEACHER SAMPLES

Tables 4.1 and 4.2 on pp. 61–64 present information about the teachers or caregivers in various types of settings in the Phase 2 participating countries. (We will use the term *teachers* to represent both groups — teachers and caregivers; data given are for the lead teacher or primary adult in each setting.)

Table 4.1 data indicate that the average age for teachers across the 15 countries is between 26 and 43 years. It is interesting to note that some teachers in China are as young as 17 and that teachers in several countries are age 60 or older. In nearly every country the average age of teachers is similar across different kinds of settings.

Table 4.1 also presents the percentage of female teachers in 14 of the countries. It is no surprise that in 13 of them, regardless of type of

Table 4.1 Characteristics of teachers by type of setting in each country

Country	*N*	Age		% Female	Full-Time Education	
		Mean (yr)	Range (yr)		Mean (yr)	Range (yr)
Belgium (Liège Pr., Brussels)						
Public nursery schools	28	38.0	23-52	100	13.7	11-16
Private nursery schools	27	36.3	24-55	100	13.7	12-17
China (PRC, 6 pr.)						
Urban kindergartens	216	29.4	18-56	100	11.5	4-16
Rural kindergartens	191	26.4	17-68	99	10.4	4-14
Finland						
Child care centers	66	34.5	21-50	92	13.7	10-17
Family day care homes	89	41.5	28-61	99	9.4	2-17
Own homes	117	—	—	—	—	—
Greece (urban)						
Public kindergartens	49	39.5	27-56	100	—	—
Child care centers	22	34.7	27-53	100	—	—
Hong Kong						
Kindergartens	26	—	—	100	—	—
Child care centers	25	—	—	100	—	—
Indonesia (Java)						
Urban kindergartens	39	27.9	21-43	100	—	—
Rural kindergartens	28	32.0	21-50	100	—	—
Ireland						
Nondisadvantaged preschools	25	38.8	20-52	100	14.2	10-17
Disadvantaged preschools	29	39.2	26-60	100	14.0	10-17
Disadvantaged national-schools	27	34.7	22-47	100	16.3	14-21
Nondisadvantaged national-schools	28	42.8	23-65	100	16.2	13-19
Italy						
Preprimary schools	143	40.1	24-63	99	12.7	8-20
Nigeria* (3 states)						
Group settings	47	31.8	19-60	72	12.4	1-19
Own homes	59	—	—	—	—	—
Poland						
Urban preschools	75	33.0	21-57	100	13.8	3-18
Rural preschools	49	32.4	22-48	100	14.3	6-19
Romania						
Urban normal kindergartens	24	40.5	27-55	100	12.8	12-14
Rural normal kindergartens	21	39.6	20-61	100	12.6	12-14
Urban long kindergartens	24	38.0	20-58	100	12.9	12-17
Slovenia						
Kindergartens	44	—	—	—	—	—

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Table 4.1 (cont.) Characteristics of teachers by type of setting in each country

Country	*N*	Age		% Female	Full-Time Education	
		Mean (yr)	Range (yr)		Mean (yr)	Range (yr)
Spain (Catalonia)						
Public kindergartens	29	38.6	19-58	100	12.8[a]	3-23[a]
Private kindergartens	25	32.9	25-59	100	12.8[a]	3-19[a]
Thailand						
Educational programs	31	36.2	23-49	97	14.9	10-18
Child care centers	22	31.3	21-48	96	10.2	4-16
United States (6 sites)						
Head Start	31	40.5	25-55	100	14.8	12-18
Public school preschools	24	43.1	28-60	100	16.7	12-19
Other organized programs	45	35.3	19-60	97	15.3	11-20
Family day care homes	32	36.9	24-65	100	14.1	12-18
Own homes	77	—	—	—	—	—

Note. A dash indicates no data available or applicable.
Asterisk (*) indicates that weighted data were used for analysis.
[a]40% to 50% of data not included for various reasons.

setting, nearly all teachers are female. The one exception is Nigeria, where only 72% (but still a majority) of the teachers in group settings are female.

For 11 of the 15 countries, Table 4.1 presents the years of full-time education (both the average and the range) completed by teachers. On average, teachers in Finland (family day care homes), Thailand (child care centers), and China (urban and rural kindergartens) have the least education (9.4, 10.2, and 11.5 and 10.4 years, respectively). Across all of the remaining types of settings in all countries, the average education for teachers ranges from 12.4 years to 16.7 years. In looking at the ranges, it is interesting to note, however, that in several countries (China, Finland, Nigeria, Poland, Spain, and Thailand) teachers in some settings report having as little as 1 to 4 years of education.

Information about teacher certification and experience is presented in Table 4.2. In most countries, more than 80% of the teachers are certified. In some countries, specific types of settings have low percentages of certified teachers (in Thailand, 10% in child care centers;

Table 4.2 Certification and experience of teachers by type of setting in each country

Country	*N*	% Certified	Years Working With 3- to 5-year-olds: Mean	Years Working With 3- to 5-year-olds: Range	Years in Present Setting: Mean	Years in Present Setting: Range
Belgium (Liège Pr., Brussels)						
Public nursery schools	28	100	15.8	3-33	10.3	1-31
Private nursery schools	27	100	13.3	2-27	11.6	<1-27
China (PRC, 6 pr.)						
Urban kindergartens	216	83	8.6	<1-35	8.6	1-35
Rural kindergartens	191	37	4.6	<1-15	4.9	1-28
Finland						
Child care centers	66	100	9.3	<1-25	5.3	<1-20
Family day care homes	89	97	12.2	1-30	—	—
Own homes	117	—	—	—	—	—
Greece (urban)						
Public Kindergartens	49	100	16.8	1-31	4.7	1-18
Child care centers	22	96	8.9	1-27	5.3	<1-17
Hong Kong						
Kindergartens	26	36	7.5	1-20	3.3	1.6-10
Child care centers	25	22	6.6	1-20	5.5	1.6-17
Indonesia (Java)						
Urban kindergartens	39	100	8.0	2-30	6.5	1-24
Rural kindergartens	28	89	7.4	<1-31	6.3	<1-25
Ireland						
Nondisadvantaged preschools	25	67	8.7	2-20	6.1	1-15
Disadvantaged preschools	29	82	9.6	1-23	7.8	1-22
Disadvantaged national-schools	27	96	7.2	1-22	10.4	<1-26
Nondisadvantaged national-schools	28	96	9.6	1-20	12.8	1-28
Italy						
Preprimary schools	143	99	15.2	1-30	7.9	1-20
Nigeria* (3 states)						
Group settings	47	81	4.5	<1-10	3.7	<1-10
Own homes	59	—	—	—	—	—
Poland						
Urban preschools	75	92	7.7	<1-38	7.8	<1-27
Rural preschools	49	87	6.4	1-28	7.1	<1-28
Romania						
Urban normal kindergartens	24	100	19.1	9-28	9.0	<1-19
Rural normal kindergartens	21	86	19.7	1-44	15.0	1-31
Urban long kindergartens	24	93	16.0	2-30	7.5	<1-22

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Table 4.2 (cont.) Certification and experience of teachers by type of setting in each country

Country	*N*	% Certified	Years Working With 3- to 5-year-olds: Mean	Years Working With 3- to 5-year-olds: Range	Years in Present Setting: Mean	Years in Present Setting: Range
Slovenia						
Kindergartens	44	—	—	—	—	—
Spain (Catalonia)						
Public kindergartens	29	89	12.0	1-34	9.7	1-32
Private kindergartens	25	92	8.3	3-31	7.5	1-18
Thailand						
Educational programs	31	90	9.3	<1-27	10.2	<1-25
Child care centers	22	10	6.5	<1-30	5.4	<1-17
United States (6 sites)						
Head Start	31	85	13.3	2-25	9.5	1-25[a]
Public school preschools	24	95	15.3	2-30	6.8	1-21
Other organized programs	45	63	7.8	1-23	5.6	<1-23[a]
Family day care homes	32	97	9.7	1-30	—	—
Own homes	77	—	—	—	—	—

Note. A dash indicates no data available or applicable.
Asterisk (*) indicates that weighted data were used for analysis.
[a]25% to 30% of data not included for various reasons.

in Hong Kong, 36% in kindergartens and 22% in child care centers; and in China, 37% in rural kindergartens). In general, although most countries included two or more types of settings in the Phase 2 study, the percentages of certified teachers are similar across the various types of settings within a given country (i.e., they differ by no more than 20 percentage points). Only China, Ireland, Thailand, and the United States report greater between-setting differences in percentages of certified teachers.

To determine teachers' experience, the Provider Survey contained one item asking how long the teacher had worked with 3- to 5-year-old children. Table 4.2 shows that across the 14 countries reporting this finding, the average response to this item ranges from 4.5 years (in Nigeria's group settings) to 19.7 years (in Romania's rural normal kindergartens). Looking at the range column reveals that in 11 of the

14 countries, some teachers report working with 3- to 5-year-old children for as long as 30 years; Nigeria, by contrast, has no teachers with more than 10 years of experience. While settings in many countries understandably have some teachers with a year or less of preprimary experience, it is worth noting that Belgium's public nursery schools, Romania's urban normal kindergartens, and Spain's private kindergartens have no first-year teachers—3 years in Belgium and Spain and 9 years in Romania are the lowest experience levels in those three specific cases.

Another survey item asked how long teachers had been in their *present* early childhood setting; the last two columns in Table 4.2 contain this information (giving the average and range). Across the various countries, teachers' average time in the current setting ranges from 3.3 years (in Hong Kong's kindergartens) to 15.0 years in (Romania's rural normal kindergartens). Four countries (Belgium, Ireland, Romania, and Thailand), have at least one type of setting where teachers have worked, on average, at least 10 years. Looking at the ranges reveals that in nearly every country, there are some teachers who report having worked in their current setting for at least 20 years; in 4 countries (Belgium, China, Romania, and Spain) there are some teachers reporting more than 30 years in their present setting.

Characteristics of the Parent Samples

The rest of this chapter concerns the parents whose children were involved in the Phase 2 study in various countries, describing their educational attainment, their employment, and their households.

Table 4.3 on p. 66 concerns parental education. The data indicate that in most of the 15 countries, mothers as well as fathers have completed an average of 9 to 14 years of education. Thai parents whose children attend child care centers have the least education (mothers average 5.6 years; fathers, 6.8 years). Parents in the United States with children in other organized programs, in family day care homes, or in own-home care average the highest number of years of education (mothers, 14.4 to 14.8 years; fathers, 14.9 to 15.2 years).

Tables 4.4 and 4.5 on pp. 68–71 present parental employment information, including the percentages of mothers and fathers in the labor force and the percentages of mothers and fathers employed in

Table 4.3 Years of education for parents whose children attend the various types of settings in each country

		Mothers		Fathers	
Country	*N*	Mean	*SD*	Mean	*SD*
Belgium (Liège Pr., Brussels)					
Public nursery schools	84	12.1	2.9	12.1	3.8
Private nursery schools	81	12.6	2.8	13.3	3.2
China (PRC, 6 pr.)					
Urban kindergartens	462	10.8	2.7	11.2	3.0
Rural kindergartens	414	8.0	3.1	8.9	2.6
Finland					
Child care centers	112	13.5	3.1	12.4	3.7
Family day care homes	89	13.3	3.1	12.7	3.3
Own homes	117	12.1	3.2	11.9	3.2
Greece (urban)					
Public kindergartens	91	11.3	3.6	11.8	4.5
Child care centers	66	13.2	3.1	13.5	4.3
Hong Kong					
Kindergartens[a]	101	9.5	3.7	9.8	4.1
Child care centers	97	10.1	3.4	10.2	3.7
Indonesia (Java)					
Urban kindergartens	153	11.5	3.6	13.1	5.3
Rural kindergartens	98	9.3	3.8	10.1	4.0
Ireland					
Nondisadvantaged preschools	90	13.6	2.5	13.3	3.4
Disadvantaged preschools	103	11.4	3.3	11.0	3.6
Disadvantaged national-schools	102	11.1	2.3	10.7	2.2
Nondisadvantaged national-schools	101	13.2	2.9	12.6	3.1
Italy					
Nursery schools	500	10.9	4.0	11.0	4.2
Nigeria* (3 states)					
Group settings	152	9.7	5.4	11.4	5.7
Own homes	60	7.8	5.4	9.3	5.3
Poland					
Urban preschools	312	13.7	2.6	13.8	2.9
Rural preschools	184	12.7	2.2	12.1	2.6
Romania					
Urban normal kindergartens	96	12.0	2.0	12.4	2.4
Rural normal kindergartens	84	10.5	2.8	11.0	2.5
Urban long kindergartens	96	12.9	2.6	13.3	2.7
Slovenia					
Kindergartens[a]	143	12.0	2.8	11.8	2.5

Table 4.3 (cont.) Years of education for parents whose children attend the various types of settings in each country

		Mothers		Fathers	
Country	*N*	Mean	*SD*	Mean	*SD*
Spain (Catalonia)					
Public kindergartens	115	9.8	3.4	9.8	3.2
Private kindergartens	100	10.9	3.7	11.2	3.6
Thailand					
Educational programs	124	9.8	4.6	10.5	4.8
Child care centers	88	5.6	2.8	6.8	3.8
United States (6 sites)					
Head Start	109	11.9	1.8	11.7	2.2
Public school preschools	107	11.4	3.1	11.2	3.4
Other organized programs	193	14.4	2.1	15.2	2.7
Family day care homes	71	14.8	2.2	14.9	2.5
Own homes	79	14.7	2.3	15.2	2.7

Note. Asterisk (*) indicates that weighted data were used for analysis.
[a]40% to 50% of data not included for various reasons.

various occupational categories. The International Standard Classification of Occupations (ISCO) was used to code the occupational categories (International Labour Office, 1990), with categories #1 and #2 in Tables 4.4 and 4.5 each including two or more of the ISCO categories.

As Table 4.4 indicates, the percentage of mothers active in the labor force varies considerably from country to country as well as across types of settings within some countries. Seven countries (China, Finland, Greece, Poland, Romania, Slovenia, and the United States) have at least one type of setting with more than about 90% of mothers active in the labor force. Interestingly, some of the lowest labor force participation rates are also found in 2 of these 6 countries (33% of public-kindergarten mothers in Greece; 32% of own-home-care mothers in the United States). Low rates are also noted for two groups of mothers in Ireland (19% of the disadvantaged-preschool mothers, 35% of the disadvantaged-national-school mothers) and for Indonesian mothers whose children attend rural kindergartens (32%).

When we examine the proportions of mothers employed in various occupational categories, we find that in most countries they are gen-

Table 4.4 Employment of mothers whose children attend the various types of settings in each country

Country	*N*	% Active in Labor Force[a]	% in Each Occupational Category[b] 1	2	3	4	5
Belgium (Liège Pr., Brussels)							
Public nursery schools	84	68	46	54	0	0	0
Private nursery schools	81	67	48	50	0	2	0
China (PRC, 6 pr.)							
Urban kindergartens	462	97	33	32	0	29	6
Rural kindergartens	414	85	18	17	48	10	7
Finland							
Child care centers	112	91	21	69	1	8	1
Family day care homes	89	92	29	56	5	9	1
Own homes	117	50	9	65	7	15	4
Greece							
Public kindergartens	91	33	26	48	0	19	7
Child care centers	66	94	25	53	0	18	4
Hong Kong							
Kindergartens	101	42	29	39	2	25	5
Child care centers	97	83	22	50	0	24	4
Indonesia (Java)							
Urban kindergartens	153	40	63	30	0	4	3
Rural kindergartens	98	32	51	23	23	0	3
Ireland							
Nondisadvantaged preschools	90	52	52	44	0	4	0
Disadvantaged preschools	103	19	42	48	0	10	0
Disadvantaged national-schools	102	35	26	57	0	11	6
Nondisadvantaged national-schools	101	53	36	52	0	10	2
Italy							
Nursery schools	500	52	12	68	4	14	2
Nigeria* (3 states)							
Group settings[c]	152	58	37	53	4	0	6
Own homes	60	58	12	69	17	0	2
Poland							
Urban preschools	312	97	65	23	5	4	3
Rural preschools	184	97	51	28	12	5	4
Romania							
Urban normal kindergartens	96	75	25	18	0	47	10
Rural normal kindergartens	84	53	23	19	5	37	16
Urban long kindergartens	96	97	50	20	0	26	4

Table 4.4 (cont.) Employment of mothers whose children attend the various types of settings in each country

Country	*N*	% Active in Labor Force[a]	% in Each Occupational Category[b] 1	2	3	4	5
Slovenia							
Kindergartens	143	89	33	39	0	24	4
Spain (Catalonia)							
Public kindergartens	115	50	20	41	2	17	20
Private kindergartens	100	52	31	42	0	6	21
Thailand							
Educational programs	124	79	29	43	15	12	1
Child care centers	88	77	3	24	52	21	0
United States (6 sites)							
Head Start	109	41	18	67	0	15	0
Public school preschools	107	38	5	75	0	17	3
Other organized programs	193	77	47	50	1	2	0
Family day care homes	71	92	31	65	0	4	0
Own homes	79	32	36	59	0	5	0

Note. Asterisk (*) indicates that weighted data were used for analysis.
[a]Includes mothers working for pay either in the home or outside the home.
[b]1 = professional, technical, administrative, managerial; 2 = clerical, sales, service; 3 = agricultural, forestry, fishery; 4 = production; 5 = no classification, armed forces.
[c]30% to 40% of data not included for various reasons.

erally employed in either category #1 (professional/technical/administrative/managerial) or in category #2 (clerical/sales/service). The largest percentages of mothers employed in category #1 are found in Indonesia (63% of urban-kindergarten mothers) and Poland (65% of urban-preschool mothers), while the smallest percentages are found in Thailand (3% of child-care-center mothers) and the United States (5% of public-school-preschool mothers). Only in China (rural kindergartens), Indonesia (rural kindergartens), Nigeria (own homes), and Thailand (child care centers) are even moderate percentages of mothers employed in category #3 (agricultural/forestry/fishing). Finally, the three types of settings listed for Romania show the largest percentages of mothers employed in category #4 (production)—47%, 37% and 26%, respectively. China, Hong Kong, and Slovenia also report some moderate percentages in category #4.

Table 4.5 Employment of fathers whose children attend the various types of settings in each country

Country	*N*	% Active in Labor Force[a]	% in Each Occupational Category[b] 1	2	3	4	5
Belgium (Liège Pr., Brussels)							
Public nursery schools	84	97	37	13	0	47	3
Private nursery schools	81	100	25	32	2	40	1
China (PRC, 6 pr.)							
Urban kindergartens	462	99	38	18	0	36	8
Rural kindergartens	414	99	23	15	31	21	10
Finland							
Child care centers	112	95	38	20	1	37	4
Family day care homes	89	99	41	14	7	34	4
Own homes	117	94	22	13	20	45	0
Greece (urban)							
Public kindergartens	91	98	24	22	0	44	10
Child care centers	66	100	24	43	0	25	8
Hong Kong							
Kindergartens	101	98	47	18	1	31	3
Child care centers	97	100	33	34	0	22	11
Indonesia (Java)							
Urban kindergartens	153	95	41	35	1	17	6
Rural kindergartens	98	95	37	14	19	17	13
Ireland							
Nondisadvantaged preschools	90	84	44	13	13	27	3
Disadvantaged preschools	103	56	31	20	11	33	5
Disadvantaged national-schools	102	69	23	25	3	45	4
Nondisadvantaged national-schools	101	83	36	22	18	24	0
Italy							
Nursery schools	500	100	18	29	4	45	4
Nigeria* (3 states)							
Group settings	152	86	39	42	8	5	6
Own homes	60	56	28	39	28	0	5
Poland							
Urban preschools	312	99	64	6	6	20	4
Rural preschools	184	100	31	6	15	44	4
Romania							
Urban normal kindergartens	96	97	20	14	1	53	12
Rural normal kindergartens	84	92	14	8	6	65	7
Urban long kindergartens	96	99	40	9	0	49	2

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Table 4.5 (cont.) Employment of fathers whose children attend the various types of settings in each country

Country	*N*	% Active in Labor Force[a]	% in Each Occupational Category[b] 1	2	3	4	5
Slovenia							
Kindergartens	143	92	16	36	3	40	5
Spain (Catalonia)							
Public kindergartens	115	100	23	19	2	37	19
Private kindergartens	100	100	30	22	1	32	14
Thailand							
Educational programs	124	99	32	23	14	29	3
Child care centers	88	95	7	8	46	39	0
United States[c] (6 sites)							
Head Start	109	83	17	21	4	58	0
Public school preschools	107	86	16	40	2	42	0
Other organized programs	193	95	67	19	0	14	0
Family day care homes	71	96	62	18	7	13	0
Own homes	79	98	58	17	3	19	3

Note. Asterisk (*) indicates that weighted data were used for analysis.
[a]Includes fathers working for pay either in the home or outside the home.
[b]1 = professional, technical, administrative, managerial; 2 = clerical, sales, service; 3 = agricultural, forestry, fishery; 4 = production; 5 = no classification, armed forces.
[c]Includes only households containing a father or male guardian.

As Table 4.5 indicates, in most countries, over 90% of fathers are active in the labor force, with lower percentages than this reported only by Ireland (across all types of settings), Nigeria (for both types of settings), and the United States (for Head Start and public school preschool). Across most of the 15 countries, category #1 (professional/technical/administrative/managerial) and category #4 (production) stand out as major employment categories for fathers. Category #2 (clerical/sales/services) also stands out for at least one type of setting in 10 of the countries (Belgium, Greece, Hong Kong, Indonesia, Ireland, Italy, Nigeria, Slovenia, Thailand, and the United States). Only China (rural kindergartens), Nigeria (own homes), and Thailand (child care centers) reported 25% or more of fathers engaged in category #3 employment (agricultural/forestry/fishing).

Table 4.6 presents household information. All 15 countries reported, for each setting type, the percentage of families in which the parents were married and both present in the household; of these, 11 countries report a high percentage (88% or more) of *married, spouse present* households for all types of settings. In addition, two types of settings in Ireland and one type of setting in the United States report percentages in this high range. Somewhat lower percentages—in the 75% to 86% range—are reported by all settings in Finland and Nigeria and by two other types of settings in Ireland and one other type of setting in the United States. The United States is unique among the Phase 2 countries in reporting fairly low percentages of *married, spouse present* households for the majority of its types of settings (27% of Head Start households, 57% of public-school-preschool households, and 66% of other-organized-program households).

Table 4.6 also indicates the average family size (number of persons in household) for the Phase 2 sample in each country. In 12 of the 15 countries, the average household consists of 3.7 to 5.1 persons. Indonesia, Nigeria, and Thailand report larger average households, with 5.2 to 6.1 persons.

The three righthand columns in Table 4.6 contain information about the amenities found in households of Phase 2 families. For example, Table 4.6 indicates that 10 countries report, for every type of setting, high percentages of households (89% or more) with indoor running water. In the remaining 5 countries (China, Indonesia, Nigeria, Romania, and Thailand) the percentages of households with this amenity are lower for all types or at least one type of setting. In fact, in rural Indonesia, rural Romania, and rural Thailand, approximately two thirds or more of families need to carry water daily from an outside source. This factor could relate to the amount of time parents have available to devote to their children.

Another household amenity, the presence of television, provides information about how much access children have to people and events beyond the immediate family. In 14 of the 15 Phase 2 countries, 78% or more of households report having television. Only in Nigeria are the percentages lower (65% of group-setting households, 46% of own-home-care households).

The third amenity included in Table 4.6 is the presence of a dictionary in the home, which provides information about the child's

Table 4.6 Characteristics of households whose children attend the various types of settings in each country

Country	*N*	% Married, Spouse Present	Persons in Household		% With Various Amenities		
			Mean	*SD*	Indoor Water	Television	Dictionary
Belgium (Liège Pr., Brussels)							
Public nursery schools	84	95	4.0	0.9	100	97	95
Private nursery schools	81	97	4.2	0.8	100	100	97
China (PRC, 6 pr.)							
Urban kindergartens	462	94	3.7	1.1	98	99	76
Rural kindergartens	414	96	4.2	1.2	67	86	69
Finland							
Child care centers	112	75	3.8	0.9	100	99	74
Family day care homes	89	85	3.9	0.9	100	98	66
Own homes	117	84	4.7	1.7	99	91	64
Greece (urban)							
Public kindergartens	91	95	4.4	1.4	100	99	85
Child care centers	66	96	4.0	1.2	100	100	86
Hong Kong							
Kindergartens	101	98	4.8	1.5	100	100	78
Child care centers	97	97	4.0	1.0	100	100	84
Indonesia (Java)							
Urban kindergartens	153	97	5.5	1.8	67	99	77
Rural kindergartens	98	89	5.2	1.6	31	78	43
Ireland							
Nondisadvantaged preschools	90	93	4.8	1.4	99	100	91
Disadvantaged preschools	103	78	5.1	2.1	89	99	65
Disadvantaged national-schools	102	81	5.0	1.6	100	100	81
Nondisadvantaged national-schools	101	89	4.9	1.3	99	99	92
Italy							
Nursery schools	500	96	4.2	1.0	100	100	87

Table 4.6 (cont.) Characteristics of households whose children attend the various types of settings in each country

Country	*N*	% Married, Spouse Present	Persons in Household		% With Various Amenities		
			Mean	*SD*	Indoor Water	Television	Dictionary
Nigeria* (3 states)							
Group settings	152	86	6.1	2.4	56	65	61
Own homes	60	82	6.1	2.4	37	46	30
Poland							
Urban preschools	312	88	4.3	1.2	99	99	98
Rural preschools	184	97	4.8	1.4	98	98	98
Romania							
Urban normal kindergartens	96	92	4.3	1.3	92	97	55
Rural normal kindergartens	84	94	5.1	1.5	36	93	46
Urban long kindergartens	96	89	3.9	0.9	100	100	88
Slovenia							
Kindergartens	143	98[a]	4.6[a]	1.5[a]	100	100	—
Spain (Catalonia)							
Public kindergartens	115	95	4.1	1.2	100	100	96
Private kindergartens	100	99	4.1	1.0	100	98	96
Thailand							
Educational programs	124	95	5.3	2.1	69	95	30
Child care centers	88	92	5.2	2.1	16	79	12
United States (6 sites)							
Head Start	109	27	4.3	1.7	100	100	89
Public school preschools	107	57	4.8	1.6	100	100	89
Other organized programs	193	66	4.0	1.2	100	99	96
Family day care homes	71	77	4.0	1.0	100	98	100
Own homes	79	91	4.6	0.9	100	98	95

Note. A dash indicates no data available or applicable. Asterisk (*) indicates that weighted data were used for analysis. [a]45% of data not included for various reasons.

educational environment. The countries where all settings report very high percentages (95% or more) of households with dictionaries are Belgium, Poland, and Spain. The lowest percentages of households with dictionaries occur in Thailand (30% of educational-program households, 12% of child-care-center households). The remaining countries report percentages between these two sets of findings; there are several of them in which all settings report fairly high percentages (China, Finland, Greece, Hong Kong, Italy, the United States).

Comparing Phase 2 Families With Phase 1 Families

For Phase 1 of the IEA Preprimary Project, researchers in 11 countries gathered data on family and household characteristics for representative samples of families with 4-year-old children. This chapter concludes with a general comparison of the Phase 2 data presented in this chapter and the comparable Phase 1 data on families (Olmsted & Weikart, 1994). Comparisons between Phase 1 and Phase 2 family data can be made for the following countries, which participated in both phases: Belgium, China, Finland, Italy, Nigeria, Thailand, and the United States. (Although Spain participated in both phases of the study, Phase 2, unlike Phase 1, focused on only one autonomous region of the country [Catalonia], so a family data comparison is not appropriate for Spain.)

In Phase 1, researchers used household survey procedures to collect information from a participating country's representative sample of families of 4-year-olds, whereas in Phase 2, researchers studied a representative sample of early childhood settings and the children and families connected with those specific settings. In a country in which there is a single type of early childhood setting attended by most young children, one might expect the Phase 1 family characteristics and the Phase 2 family characteristics to be similar. Italy is an example of this type of country and, indeed, there is great similarity in the family characteristics reported for the national sample in Phase 1 and for the Phase 2 sample in this chapter.

A very different type of situation is found in a country such as Nigeria, where the Phase 1 study revealed that only about 25% of 4-year-olds attend early childhood group programs. (Olmsted &

Weikart, 1994, p. 113). Also, since parents pay most of the costs of these programs (Olmsted & Weikart, 1989, p. 231), only those parents who can afford such services use them. Consequently, it is not surprising to note that compared with Phase 1 families (who represent all families of 4-year-olds in Nigeria), Phase 2 families (who represent families fortunate enough to afford preprimary services) have more education and higher rates of employment in the professional/technical/administrative/managerial category.

For the remaining 6 countries with comparable family data, when Phase 1 and Phase 2 data were compared using a specific Phase 2 setting (e.g., comparing the Phase 2 sample of Head Start parents in the United States with the Phase 1 national sample), expected differences were found. Overall, the results of our Phase 1 and Phase 2 comparisons—whether they involved finding expected similarities or expected differences between parent characteristics—provide evidence of the appropriateness of Phase 2 sampling procedures, the careful work in executing sampling plans, and the efforts to ensure high response rates.

The teacher characteristics and family characteristics reported in this chapter provide background for interpreting the expectations findings in the next several chapters (Chapters 5–9). Chapter 10 examines the relationship between the expectations findings and the characteristics of the teacher and parent samples.

SUMMARY STATEMENTS

- Across the 15 participating countries, teachers are, on average, 26 to 43 years old. In most settings of most countries they have, on average, 12 to 17 years of education.
- Across 14 of the 15 countries, teachers, on average, have worked with 3- to 5-year-old children for 4 years (Nigeria and China) to 20 years (Romania) and have worked in

their present early childhood setting for 3 years (Hong Kong) to 15 years (Romania).

- In most of the participating countries, more than 80% of teachers are certified.
- Personal and professional characteristics are similar for teachers across the various types of settings within each country.
- Across most of the participating countries, parents average 9 to 14 years of education.
- In all types of settings in most countries, 88% or more of the sample households include the child's married parents both residing in the household. The lowest percentages of married, spouse-present households are found in some types of settings in the United States.
- Across most of the 15 countries, the average sample family (including adults) has 4 to 5 members.

V

The Expectations Questionnaire's Eight Skill Categories—How Do Teachers and Parents Rank Them?

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This chapter, the first of several presenting the findings from the Expectations Questionnaire, provides the answer to question #1 posed at the end of the opening chapter: *Which areas of development do teachers and parents consider to be most important for preschool-aged children? Do teachers (and do parents) in different countries have similar views?* After a preliminary discussion about alternate ways of presenting teacher and parent rank-order data, we will describe here the pertinent findings about both teacher and parent expectations.

Two Ways of Presenting the Rank-Order Data

As described in Chapter 3, to determine teachers' and parents' thinking about the areas of development important for preschool-aged children, the Expectations Questionnaire required each teacher and parent to rank eight skill categories (see the insert on p. 80) from #1 to #8, in decreasing order of importance. Project staff then combined the rank-order data for all teachers and combined the rank-order data for all parents in each nation; they did this in a way that enabled them to determine a single "national-level" ranking for each skill category for each group—one ranking for the nation's teachers and one ranking for the nation's parents. This section presents information about the pro-

The Eight Expectations Questionnaire Skill Categories

- **Language skills**—Child learns to express his/her thoughts and feelings verbally in a clear and appropriate manner.
- **Motor/physical skills**—Child improves his/her coordination, balance, and agility through large-muscle activities.
- **Preacademic skills**—Child learns basic concepts; improves small-muscle coordination; and begins to master skills necessary for reading, writing, and arithmetic.
- **Self-assessment skills**—Child learns to assess his/her own abilities and behaviors, begins to take pride in his/her accomplishments, and develops a sense of self-confidence.
- **Self-expression skills**—Child learns to express him/herself creatively through arts and crafts, music, dance, and/or imaginative play.
- **Self-sufficiency skills**—Child learns to be independent and to care for him/herself and his/her belongings in a responsible manner.
- **Social skills with adults**—Child learns to listen to, cooperate with, and respect adults.
- **Social skills with peers**—Child learns to share and cooperate with other children, to respect them, and to understand their feelings.

cedure used to determine these national-level rankings and then discusses a second way of presenting the data—using the percentage of teachers (or parents) in each country who consider a category to be *most important* (defined, in this chapter, as ranking it #1, #2, or #3).

By "National-Level" Rankings

The following steps were used to combine the rankings of individual teachers (or parents) to produce a teacher (or parent) national-level ranking: First, a mean-rank score was calculated for each of the eight categories for teachers (and for parents) in each country. The mean-rank score was calculated by (1) assigning to each individual respondent's ranking a number of points equal to that ranking,

(2) calculating the total number of points thus obtained for the group of teachers (or parents), and (3) dividing this total by the number of teachers (or parents) in the group. Table B.1 (Appendix B) presents the mean-rank scores for each skill category for the teachers in each of the 15 countries included in the study. (The scores are given to two decimal places to decrease the likelihood of ties.)

Having these mean-rank scores made it possible to assign a national-level ranking to each category. For example, Table B.1 (Appendix B) indicates that the eight mean-rank scores for Finnish teachers range from a low of 2.14 for **social skills with peers** to a high of 7.17 for **preacademic skills**. This means that for Finland, in a national-level #1 to #8 rank-ordering of the eight categories, **social skills with peers** (with the lowest mean-rank score, indicating highest importance) received a national-level ranking of #1 and **preacademic skills** (with the highest mean-rank score, indicating lowest importance) received a national-level ranking of #8. Similarly, the remaining categories were assigned national-level rankings of #2 through #7 in order of their increasing mean-rank scores. This procedure was used to arrive at the teacher national-level rankings presented in Table 5.1 on p. 82. (Note that, as just described, for Finnish teachers, #1 has been assigned to **social skills with peers**, and #8 has been assigned to **preacademic skills**.)

By Percentage Considering Skill Categories "Most Important"

The second way that rank-order data are reported in this chapter indicates the percentage of teachers (or parents) in any given country who consider a specific skill category to be *most important* (ranking it #1, #2, or #3). For example, Table 5.2 on p. 83 shows that 86% of Finnish teachers rank **social skills with peers** as *most important*, while only 3% of them rank **preacademic skills** as *most important*.

In this Finnish example, both methods—the one used to obtain Table 5.1 data and the one used to obtain Table 5.2 data—give similar results. In general, the more important a country's national-level ranking of a category (in Table 5.1), the higher the percentage of teachers in that country who rank the area *most important* (in Table 5.2). However, in a few cases, the findings that the two tables report about a given category vary slightly.[1]

Table 5.1 Teacher national-level rankings of the skill categories

Country/ Territory	*N*	Skill Category: Language Skills	Motor/ Physical Skills	Pre-academic Skills	Self-assessment Skills	Self-expression Skills	Self-sufficiency Skills	Social Skills With Adults	Social Skills With Peers
Belgium (Liège Pr., Brussels)	55	3	4	8	5	6	1	7	2
China (PRC, 6 pr.)	407	1	4	8	7	5	2	6	3
Finland	155	3	4	8	7	6	2	5	1
Greece (urban)	71	4	3	8	5	6	1	7	2
Hong Kong*	51	1	5	7	6	4	2	8	3
Indonesia*[a] (Java)	121	3	4	5	8	6	2	7	1
Ireland	109	2	8	6	5	4	3	7	1
Italy	143	4	1	8	6	5	3	7	2
Nigeria*[b] (3 states)	45	2	5.5	1	7	5.5	8	4	3
Poland	124	3	2	8	7	5	6	4	1
Romania*	69	1	6	4	8	7	3	5	2
Slovenia	44	1	5	7	6	3	4	8	2
Spain (Cat.)	54	1	5	4	7	6	2	8	3
Thailand	53	6	4	3	8	2	1	7	5
United States* (6 sites)	132	2	7	8	5	4	3	6	1

Note. Asterisk (*) indicates that weighted data were used for analysis.

[a]Data collected from more than one teacher in each setting.

[b]Data from only 2 of the 3 Nigerian states.

Table 5.2 Percentage of teachers ranking each skill category among the "most important" (#1, #2, or #3)

Country / Territory	*N*	Skill Category							
		Language Skills	Motor/ Physical Skills	Pre-academic Skills	Self-assessment Skills	Self-expression Skills	Self-sufficiency Skills	Social Skills With Adults	Social Skills With Peers
Belgium (Liège Pr., Brussels)	55	59	41	3	41	21	71	10	53
China (PRC, 6 pr.)	407	68	40	17	15	37	52	31	44
Finland	155	37	30	3	22	25	74	25	86
Greece (urban)	71	47	49	10	22	27	71	5	71
Hong Kong*	51	67	23	21	18	41	68	1	63
Indonesia*[a] (Java)	121	44	46	31	14	25	53	24	64
Ireland	109	61	16	34	32	37	42	21	76
Italy	143	52	68	11	13	37	50	8	62
Nigeria*[b] (3 states)	45	72	19	73	20	34	15	19	50
Poland	124	37	54	8	20	37	26	44	78
Romania*	69	68	30	35	17	24	39	29	63
Slovenia	44	72	40	17	19	47	42	2	64
Spain (Cat.)	54	76	33	40	12	21	54	15	53
Thailand	53	34	49	43	6	55	60	11	42
United States* (6 sites)	132	57	20	20	29	46	51	17	75

Note. Asterisk (*) indicates that weighted data were used for analysis. [a]Data collected from more than one teacher in each setting. [b]Data from only 2 of the 3 Nigerian states.

FINDINGS ABOUT TEACHER EXPECTATIONS

TEACHER NATIONAL FINDINGS—DESCRIPTIVE ANALYSIS

As explained, Table 5.1 presents national-level teacher rankings for the eight skill categories, while Table 5.2 presents the percentages of teachers who rank each skill category *most important* (i.e., individually rank it #1, #2, or #3). Figure 5.1 is a graph summarizing the information in Table 5.2. This section interprets the Table 5.1 and the Table 5.2/Figure 5.1 findings.

Across the participating nations, the teachers' national-level rankings in Table 5.1 reveal general agreement that **social skills with peers**, **language skills**, and **self-sufficiency skills** are *most important* (i.e., the categories with the most national-level rankings of #1, #2, or #3). As Figure 5.1 shows, these skill categories are also the ones ranked *most important* by the highest percentages of teachers. Teachers across the various countries give mixed national-level rankings to **motor/physical skills** and **self-expression skills**, tending, on average, to consider them *moderately important* (defined here as having national-level rankings of #4 or #5). Notice also that very few countries have at least 50% of teachers ranking these skill categories *most important* (Figure 5.1). Finally, the teachers' national-level rankings show general agreement across countries that **preacademic skills**, **self-assessment skills**, and **social skills with adults** are the *least important* (defined here as having national-level rankings of #6, #7, or #8). With one exception (Nigerian teachers for **preacademic skills**), none of these three skill categories is ranked *most important* by at least 50% of teachers in any country.

Teacher national findings analyzed by skill category

For the reader who wants more detail, this section analyzes the teacher findings by specific skill category. The skill categories are listed here roughly in what teachers consider to be decreasing order of importance.

Social skills with peers:

- Teachers in 14 of the 15 countries rank this category among the *most important* (the exception is Thailand, with rank #5); teachers in 5 of these 14 countries rank it as high as #1.

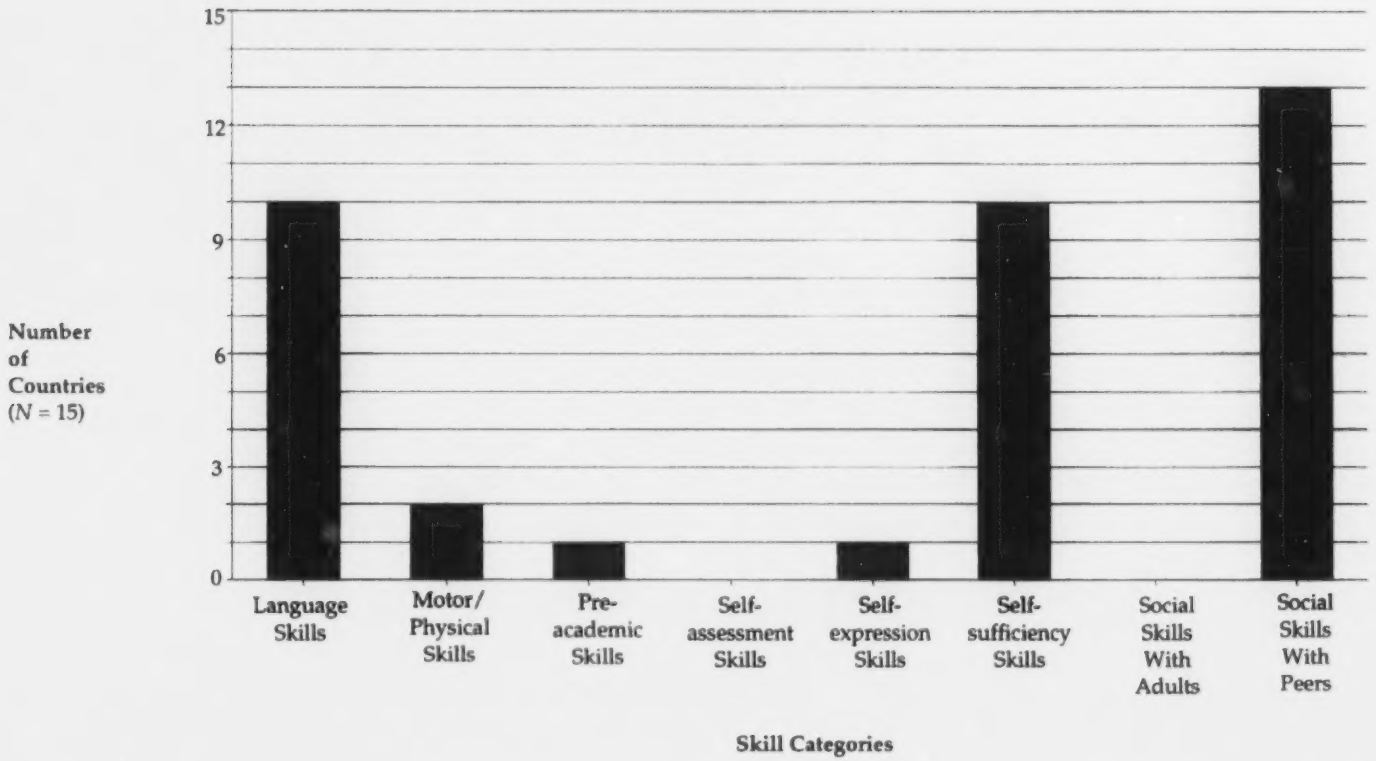

Figure 5.1 Number of countries in which at least 50% of teachers rank skill category among the most important (#1, #2, #3)

- No national group of teachers ranks this category among the *least important.*
- In 13 of the 15 countries, at least 50% of teachers rank this category among the *most important* (exceptions are China, 44%; Thailand, 42%), and in 5 of these 13 countries (Finland, Greece, Ireland, Poland, United States), the percentages are greater than 70%.

Language skills:

- There is also wide agreement about this category, with teachers in 12 of the 15 countries ranking it among the *most important* (exceptions are Greece, #4; Italy, #4; Thailand, #6); teachers in 5 of these 12 countries rank it as high as #1.
- Teachers in only 1 country (Thailand) rank language skills among the *least important.*
- In 10 of the 15 countries, at least 50% of teachers rank this category among the *most important* (the 5 other countries have percentages between 34% and 47%); in 3 of these 10 countries (Nigeria, Slovenia, Spain), the percentages are greater than 70%.

Self-sufficiency skills:

- In 12 of the 15 countries, teachers rank self-sufficiency skills as *most important* (exceptions are Nigeria, #8; Poland, #6; Slovenia, #4); in 3 of these 12 countries (Belgium, Greece, Thailand), teachers rank the category as high as #1.
- Teachers in only 2 countries rank this category among the *least important* (Nigeria, #8; Poland, #6).
- In 10 of the 15 countries, at least 50% of teachers rank this category among the *most important* (the 5 exceptional countries have percentages between 15% and 42%); in 3 of these 10 countries (Belgium, Finland, Greece), the percentages are greater than 70%.

Motor/physical skills:

- This category is viewed as *moderately important* by teachers in more than half (9) of the 15 countries; teachers in 5 of

these 9 countries rank **motor/physical skills** as high as #4.

- However, teachers in 3 of the 15 countries rank this category as *most important* (Greece, #3; Italy, #1; Poland, #2), while teachers in 3 other countries rank the category as *least important* (Ireland, #8; Romania, #6; United States, #7).
- In only 2 countries (Italy, Poland) do at least 50% of teachers rank this category among the *most important*. Greece and Thailand are close behind with 49%. The remaining countries have between 16% and 46%.

Self-expression skills:

- Teachers in 7 of the 15 countries rank this category as *moderately important* (#4 or #5).
- Teachers in only 2 of the 15 countries rank this category among the *most important* (Slovenia, #3; Thailand, #2), while teachers in 6 other countries rank this category among the *least important*.
- In only 1 country do at least 50% of teachers rank this category among the *most important* (Thailand, 55%). The other 14 countries have percentages between 21% and 47%.
- Since no country has fewer than 21% of teachers giving the category *most important* status, at least 1 teacher in 5 in every country considers this category to be among the *most important* (#1, #2, or #3).

Preacademic skills:

- In 10 of the 15 countries, teachers rank this category among the *least important*, with teachers in 7 of these 10 countries ranking it as low as #8.
- Teachers in only 2 of the 15 countries rank the **preacademic skills** category among the *most important* (Nigeria, #1; Thailand, #3), while teachers in 3 other countries rank it as *moderately important* (Indonesia, #5; Romania, #4; Spain, #4).
- The percentage data support the national-rank data: In only 1 country do at least 50% of teachers rank this category among the *most important* (Nigeria, 73%), while in 8 coun-

tries, fewer than 21% of teachers designate the category as such. Indeed, 3 of those 8 countries have percentages under 10% (Belgium, 3%; Finland, 3%; Poland, 8%).

Self-assessment skills:

- Teachers in 11 of the 15 countries agree that this category is among the *least important;* in 3 of these 11 countries (Indonesia, Romania, Thailand), it is ranked as low as #8.
- Teachers in the remaining 4 of the 15 countries rank the category as *moderately important* (Belgium, #5; Greece, #5; Ireland, #5; United States, #5).
- In no country do at least 50% of teachers rank this category among the *most important.* The percentages across the 15 countries range from 6% to 41%.

Social skills with adults:

- Teachers in 11 of the 15 countries place this category among the *least important;* in 3 of these 11 countries (Hong Kong, Slovenia, Spain), it is ranked #8, while in 6 of them (Belgium, Greece, Indonesia, Ireland, Italy, Thailand), it is ranked #7. In no country do teachers rank this category among the *most important.*
- Teachers in 4 of the 15 countries rank this area as *moderately important* (Finland, #5; Nigeria, #4; Poland, #4; Romania, #5).
- There is no country in which at least 50% of teachers rank this category among the *most important.* Actually, in 13 of the 15 countries, the percentages are under 30%; in 4 of these 13, the percentages are under 10% (Hong Kong, 1%; Slovenia, 2%; Greece, 5%; Italy, 8%).

Teacher national findings analyzed by type of setting

Of the 15 participating countries, 13 included two or more types of settings in their Phase 2 study. For each of these countries, therefore, it was possible to calculate teachers' national-level rankings of skill categories for each specific type of setting. Using Spearman correlation procedures, project staff then compared the overall order of these national-level rankings across the various setting types within each

country. For example, in Spain, they compared the order of teachers' national-level rankings in *public kindergartens* with that of teachers in *private kindergartens.*

The correlation procedures reveal that in 9 of the 13 countries studying multiple types of settings, teachers produced significantly correlated ($p < .05$) orderings across setting types; in each of the 4 remaining countries, however, project staff found the teachers' orderings to be significantly different across setting types. Table B.2 (Appendix B) presents the teachers' national-level rankings by type of setting for these latter 4 countries (Ireland, Romania, Thailand, and the United States).

In Romania, there is a significant difference between the overall rank-ordering produced by teachers in *urban long-day kindergartens* and that produced by teachers in Romania's two kinds of *normal-day kindergartens* (*urban* and *rural*). Specifically, teachers in *urban long-day kindergartens* rank **preacademic skills** as more important and **motor-physical skills** as less important than do teachers in the two types of *normal-day kindergartens.* In Thailand, *educational program* teachers assign higher ranks to **self-sufficiency skills** and **preacademic skills** than do *child care center* teachers.

Even greater significant differences were found in the two other countries in Table B.2. In Ireland (with four types of early childhood settings), teachers in *disadvantaged national schools* produced a rank-ordering significantly different from those of teachers in *disadvantaged preschools* and *nondisadvantaged preschools.* Teachers in *disadvantaged national schools* assign more importance to **preacademic skills** and less importance to **self-assessment skills** than do teachers in these other two types of settings. As Table B.2 indicates, the orderings of teachers in the fourth type of setting in Ireland (*nondisadvantaged national schools*) generally fall between those of teachers in the *disadvantaged national schools* and those of teachers in the two types of preschool settings and thus do not involve any overall significant differences.

In the United States, the significant differences in rank-orderings are generally between teachers in the three kinds of center-based group settings (*Head Start, public school preschools, other organized programs*) and teachers in one kind of home setting (*family day care*

homes); the differences are primarily in the categories of **language skills**, which are considered as less important, and **self-assessment skills**, which are considered as more important by the *family day care home* teachers.

TEACHER CROSS-NATIONAL FINDINGS—GROUPINGS

The preceding section noted only a few significant differences in teachers' rank-orderings of the skill categories *within countries.* The next question is, How similar are teachers' rank-orderings *across countries?* To answer this question, project staff used Spearman correlations to examine the relationship between the overall order of the national-level rankings of teachers in the various pairs of countries.

Table 5.3 presents the correlation matrix for teachers, with each entry providing an indication of the degree of similarity between the rank-orderings of the eight categories by the teachers in each pair of countries. For example, Table 5.3 shows that the correlation between the orderings of teachers in China and Belgium is .86, which indicates a statistically significant correlation ($p < .05$) between the rank-orderings of the teachers in these two countries. On the other hand, the correlation between the rank-orderings of teachers in Thailand and Romania is .14, which means there is no significant correlation between teachers' rank-orderings in these two countries. (Only the national-level rankings were used for the analysis presented here. Analysis of the percentages ranking the skill categories among the *most important* would be likely to produce very similar results.)

Based on Table 5.1 national-level rankings, Table 5.4 on p. 92 indicates the number of countries in which teachers assign a *most important*, a *moderately important*, or a *least important* ranking to each skill category. This table shows that for 7 of the 8 categories, teachers in a majority of countries agree on the type of ranking the skill category should receive. For example, teachers in 9 of the 15 countries agree that **motor/physical skills** are *moderately important* (i.e., national-level rank #4 or #5). The bold-faced numbers in Table 5.4 suggest what we might think of as a "majority pattern" of rank-ordering the skill categories. (The exception to the majority agreement noted above is **self-expression skills**, so ranking this category either *mod-*

Table 5.3 Spearman correlation coefficients for teachers' national-level rankings of the skill categories

Country / Territory	Belgium	China	Finland	Greece	Hong-Kong	Indonesia	Ireland	Italy	Nigeria	Poland	Romania	Slovenia	Spain	Thailand
China (PRC, 6 pr.)	.86+													
Finland	.88+	.88+												
Greece (urban)	.98+	.79+	.86+											
Hong Kong*	.83+	.91+	.71+	.74+										
Indonesia* (Java)	.76+	.76+	.83+	.74+	.74+									
Ireland	.64	.62	.60	.50	.79+	.62								
Italy	.81+	.74+	.79+	.88+	.64	.69	.29							
Nigeria* (3 states)	-.36	-.10	-.10	-.43	-.12	.19	.05	-.26						
Poland	.48	.62	.74+	.50	.38	.52	.24	.74+	.19					
Romania*	.50	.67	.67	.38	.60	.81+	.62	.26	.52	.38				
Slovenia	.69	.81+	.64	.60	.93+	.67	.81+	.62	.05	.52	.52			
Spain (Cat.)	.67	.74+	.60	.57	.83+	.86+	.67	.45	.26	.21	.83+	.71+		
Thailand	.19	.21	.14	.24	.33	.45	.12	.24	-.19	-.17	.14	.21	.41	
United States* (6 sites)	.76+	.76+	.76+	.64	.81+	.60	.93+	.48	-.12	.48	.55	.83+	.55	.00

Note. Asterisk (*) indicates that weighted data were used for analysis. The symbol + indicates similar rank-orderings ($p < .05$).

Table 5.4 Number of countries in which skill categories receive various teacher national-level rankings

Skill Category	Number of countries with teachers assigning: Most Important (Rank #1, #2, or #3)	Moderately Important (Rank #4 or #5)	Least Important (Rank #6, #7, or #8)
Social skill with peers	14	1	0
Language skills	12	2	1
Self-sufficiency skills	12	1	2
Motor/physical skills	3	9	3
Self-expression skills	2	7	6
Preacademic skills	2	3	10
Self-assessment skills	0	4	11
Social skills with adults	0	4	11

erately important or *least important* is considered part of the "majority pattern.")

Project staff used the findings presented in Table 5.3 to form some groups of countries in which teachers gave somewhat similar rank-orderings to the various skill categories; the result is one group of 8 countries and another group of 3 countries. In addition, there are 4 other countries, each of whose teachers produced a "unique" rank-ordering of the skill categories (i.e., the teachers' national-level rank-ordering in each of these 4 countries shows few, if any, significant correlations with that of any other country).

The following 8 countries form the largest cross-nationally similar group—with extensive intercorrelational agreement; the teachers in these countries generally follow what Table 5.4 suggests to be the "majority pattern" of rank-ordering (refer to Tables 5.1 and 5.4):

- **Belgium**—Agrees with the majority pattern except for assigning **self-assessment skills** to *moderately important*
- **China**—Fully agrees with the majority pattern on all categories
- **Finland**—Agrees with the majority pattern except for assigning **social skills with adults** to *moderately important*
- **Greece**—Agrees with the majority pattern except for assigning **language skills** to *moderately important*, **motor/physi-**

cal skills to *most important*, and **self-assessment skills** to *moderately important* (Even with these three variations from the majority pattern, Greek teachers' rankings are highly correlated with those of other nations in this group.)

- **Hong Kong**—Fully agrees with the majority pattern for all categories
- **Indonesia**—Agrees with the majority pattern except for assigning **preacademic skills** to *moderately important*
- **Italy**—Agrees with the majority pattern except for assigning **language skills** to *moderately important* and **motor/physical skills** to *most important*
- **United States**—Agrees with the majority pattern except for assigning **motor/physical skills** to *least important* and **self-assessment skills** to *moderately important*

The next 3 countries form a second cross-nationally similar group—one that has fewer significant intergroup correlations than the previous group, as well as fewer significant correlations with countries in the previous group. Countries in this second group nevertheless tend to be somewhat similar to one another in their national-level rank-ordering of the skill categories:

- **Slovenia**—Agrees with the majority pattern except for assigning **self-sufficiency skills** to *moderately important* and **self-expression skills** to *most important*
- **Spain**—Agrees with the majority pattern except for assigning **preacademic skills** to *moderately important*
- **Ireland**—Agrees with the majority pattern except for assigning **motor/physical skills** to *least important* and **self-assessment skills** to *moderately important*

Each of the following "unique" countries is one where teachers' national-level rank-ordering shows few, if any, significant correlations with the rank-ordering in any other country. In spite of these low correlations, the rank-ordering in each "unique" country does follow the "majority pattern" of rank-ordering for at least *half* of the eight skill categories:

- **Poland**—Agrees with the majority pattern except for assigning **self-sufficiency skills** to *least important*, **motor/physical skills** to *most important*, and **social skills with adults** to *moderately important*
- **Romania**—Agrees with the majority pattern except for assigning **motor/physical skills** to *least important* and both **preacademic skills** and **social skills with adults** to *moderately important*
- **Nigeria**—Agrees with the majority pattern except for assigning **self-sufficiency skills** to *least important*, **preacademic skills** to *most important*, and **social skills with adults** to *moderately important*
- **Thailand**—Agrees with the majority pattern except for assigning **social skills with peers** to *moderately important*, **language skills** to *least important*, and both **self-expression skills** and **preacademic skills** to *most important*

Summary of Findings About Teacher Expectations

The findings described so far indicate that within a given country, teachers in the various types of early childhood settings that were studied generally agree about the relative importance of the eight skill categories (there were no significant between-setting differences in 9 of the 13 countries studying multiple types of settings). Furthermore, the cross-national findings indicate that teachers in many of the 15 Phase 2 countries generally agree about the relative importance of the eight skill categories.

Findings About Parent Expectations

Parent National Findings—Descriptive Analysis

Table B.3 (Appendix B) presents the parents' mean-rank scores for each skill category in each of the 14 countries that reported expectations findings for parents (Slovenia did not report parent expectations findings). These mean-rank scores were used to arrive at the parent national-level rankings shown in Table 5.5 for the eight skill categories. Table 5.6 and Figure 5.2 are based on the percentages of parents considering a skill area *most important* (ranking it #1, #2, or #3) in each of the 14 relevant countries.

Table 5.5 Parent national-level rankings of the skill categories

Country/ Territory	*N*	Skill Category: Language Skills	Motor/ Physical Skills	Pre-academic Skills	Self-assessment Skills	Self-expression Skills	Self-sufficiency Skills	Social Skills With Adults	Social Skills With Peers
Belgium (Liège Pr., Brussels)	165	2	5	6	4	8	3	7	1
China (PRC, 6 pr.)	876	2	4	1	8	6	3	5	7
Finland	318	3	4	8	6.5	6.5	2	5	1
Greece (urban)	157	3	8	6	4	7	2	5	1
Hong Kong*	198	2	5	1	8	6	3	7	4
Indonesia* (Java)	251	2	8	1	6	7	3	5	4
Ireland	396	5	8	4	2	7	6	3	1
Italy	500	5	3	6	8	4	2	7	1
Nigeria*[a] (3 states)	208	2	3	1	8	7	6	5	4
Poland	496	4	2	8	6	7	5	3	1
Romania*	276	2	6	4	8	7	1	5	3
Slovenia[b]	—	—	—	—	—	—	—	—	—
Spain (Cat.)	215	3	8	1	6	7	4	5	2
Thailand	212	3	7	5	8	2	1	6	4
United States* (6 sites)	559	2	8	4	5	6	3	7	1

Note. Asterisk (*) indicates that weighted data were used for analysis. [a]Data from only 2 of the 3 Nigerian states. [b] Expectations Questionnaire not administered to Slovenian parents.

Table 5.5 shows wide variation across the 14 countries, with no single skill category considered by parents in *every* country to be among the *most important* (#1, #2, or #3) or to be among the *least important* (#6, #7, or #8). As they did for teachers, the national-level rankings reveal that for parents in most countries, **language skills**, **self-sufficiency skills**, and **social skills with peers** are the most important skill categories. Also, as Figure 5.2 shows, in half or more of the 14 relevant countries, at least 50% of parents select these three categories as *most important.* However, almost a third (4) of the countries report at least 50% of parents placing **preacademic skills** among the *most important.* Also, across the 14 countries, most parents' rankings of **motor/physical skills**, **self-expression skills**, and **self-assessment skills** indicate they are among the *least important.* There is no country (Figure 5.2) in which at least 50% of parents place these three categories among the *most important.*

Parent national findings analyzed by skill category

To parallel the presentation of the teacher findings, this section analyzes the parent findings by specific skill category, for the reader who wants more detail. The skill categories are listed here roughly in what parents consider to be decreasing order of importance.

Language skills:

- In 11 of the 14 countries, parents place **language skills** among the *most important,* but in *no* country do they rank the category as high as #1.
- No national group of parents ranks **language skills** among the *least important,* denoting that parents in every country view this skill category as at least *moderately important* (#4 or #5).
- In 7 of the 14 countries, at least 50% of parents rank **language skills** among the *most important;* in the remaining 7 countries the percentages range from 30% to 47%.

Self-sufficiency skills:

- Parents in 10 of the 14 countries rank **self-sufficiency skills** among the *most important;* those in Romania and Thailand place it as high as #1.

Table 5.6 Percentage of parents ranking each skill category among the "most important" (#1, #2, or #3)

Country / Territory	*N*	Skill Category							
		Language Skills	Motor / Physical Skills	Pre-academic Skills	Self-assessment Skills	Self-expression Skills	Self-sufficiency Skills	Social Skills With Adults	Social Skills With Peers
Belgium (Liège Pr., Brussels)	165	54	26	28	33	19	57	20	66
China (PRC, 6 pr.)	876	57	35	59	20	31	43	33	26
Finland	318	30	30	14	27	26	67	28	80
Greece (urban)	157	39	20	33	35	22	55	41	58
Hong Kong*	198	52	29	59	12	27	56	20	46
Indonesia* (Java)	251	53	21	49	25	20	51	32	50
Ireland	396	40	10	43	47	29	38	42	67
Italy	500	33	48	28	19	32	58	26	58
Nigeria*[a] (3 states)	208	67	42	75	11	29	27	25	32
Poland	496	41	47	21	28	22	36	40	68
Romania*	276	61	32	38	11	26	63	39	46
Slovenia[b]	—	—	—	—	—	—	—	—	—
Spain (Cat.)	215	47	17	55	30	29	38	32	53
Thailand	212	47	18	38	14	44	67	34	40
United States* (6 sites)	559	54	19	47	35	35	47	31	57

Note: Asterisk (*) indicates that weighted data were used for analysis. [a]Data from only 2 of the 3 Nigerian states. [b]Expectations Questionnaire not administered to Slovenian parents.

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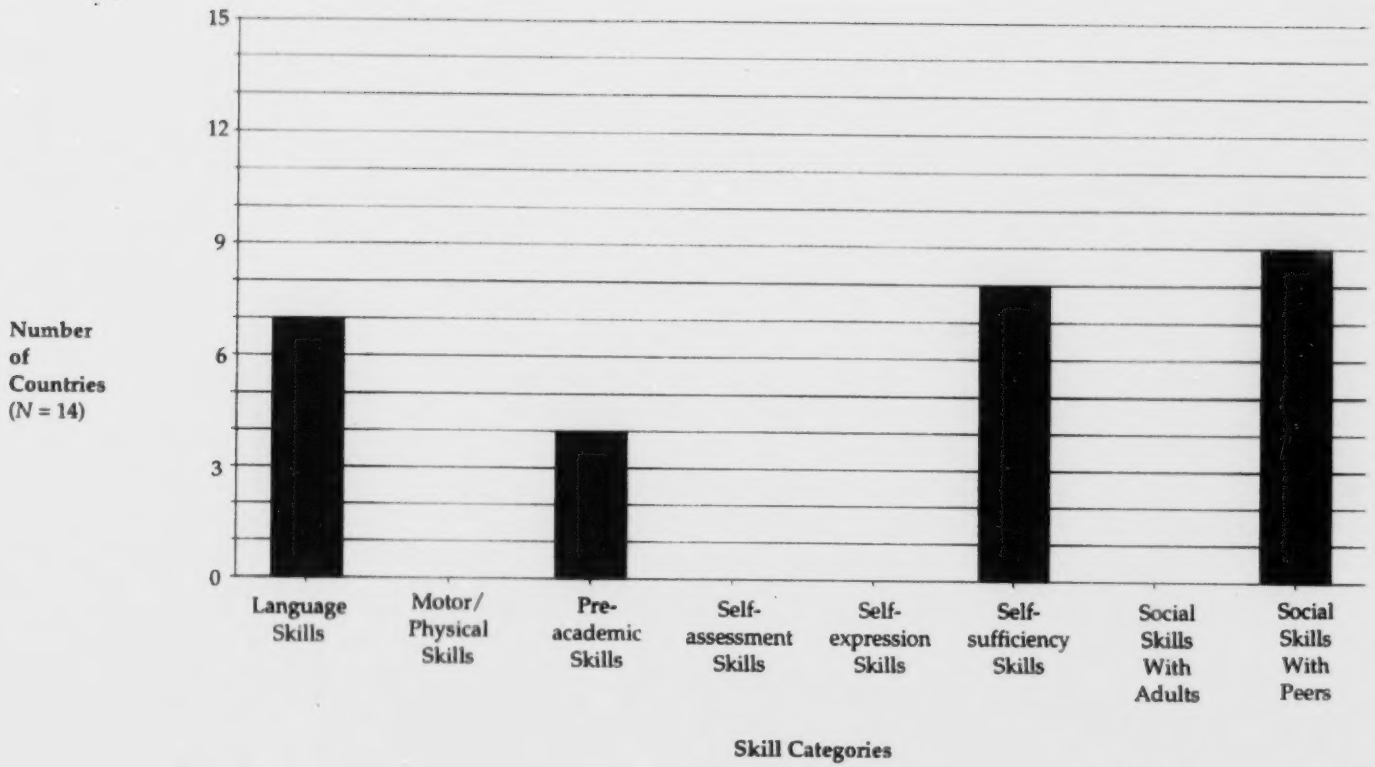

Figure 5.2 Number of countries in which at least 50% of parents rank skill category among the most important (#1, #2, #3)

- Parents in 2 countries (Ireland, Nigeria) rank this skill category #6, that is, among the *least important.*
- In 8 of the 14 countries, at least 50% of parents rank **self-sufficiency skills** among the *most important;* percentages in the remaining 6 countries range from 27% to 47%.

Social skills with peers:

- Parents in 9 of the 14 countries rank this category as *most important,* with parents in 7 of these 9 countries ranking it as high as #1.
- Only parents in China place **social skills with peers** among the *least important* (#7).
- In 9 of the 14 countries, at least 50% of parents rank this category among the *most important;* in 1 of these 9 (Finland), the percentage is 80% (in the remaining 5 countries, the percentages range from 26% to 46%).

Preacademic skills:

- Parent groups across the 14 countries are nearly equally divided in their ranking of **preacademic skills.** In 5 countries, they rank it as *most important;* in 4 countries they rank it as *moderately important;* and in 5 countries they rank it as *least important.* Those groups ranking it *most important* all rank it as high as #1. Of those groups ranking it *least important,* 2 groups (Finland, Poland) rank it as low as #8.
- In 4 of the 14 countries, at least 50% of parents rank **preacademic skills** among the *most important;* percentages in the remaining 10 countries range from 14% to 49%.

Social skills with adults:

- Parents in 7 of the 14 countries rank this category as *moderately important.*
- In 2 countries (Ireland, Poland), parents rank **social skills with adults** among the *most important,* while in 5 countries, they place this category among the *least important.*
- In no country does the percentage of parents ranking **social skills with adults** as *most important* reach the 50% level.

Across the 14 countries, the percentages range from 20% to 42%.

Motor/physical skills:

- Parents in 3 countries (Italy, Nigeria, Poland) rank **motor/physical skills** as *most important,* while parents in 7 countries rank the category among the *least important.*
- In no country does the percentage of parents ranking **motor/physical skills** among the *most important* reach the 50% level. Across the 14 countries, the percentages range from 10% to 48%.

Self-assessment skills:

- Parents in 10 countries rank this category as *least important,* with parents in 6 of these 10 ranking it as low as #8. Only parents in Ireland rank **self-assessment skills** among the *most important.*
- In no country does the percentage of parents ranking this category among the *most important* reach the 50% level. Across the 14 countries, the percentages range from 11% to 47%.

Self-expression skills:

- While Thai parents rank **self-expression skills** as #2, in 12 other countries parents consider the category to be among the *least important.* In these 12 countries, 7 national parent groups rank the category as #7, and 1 national parent group (Belgium) ranks it as #8.
- In most countries, 20% to 30% of parents rank **self-expression skills** among the *most important.* In no country does the percentage reach the 50% level. Not surprisingly, the largest percentage (44%) is found in Thailand, where the category also receives its highest national-level ranking.

Parent national findings analyzed by type of setting

To parallel their analysis of the teacher findings, project staff used Spearman correlations to compare, for each country, the overall order of parents' national-level rankings of skill categories across that country's various types of settings (13 of the 14 countries reporting

parent expectations studied multiple types of settings). The analysis indicated that in only 3 of the 13 countries do parents' rank-orderings differ significantly across various setting types. All 3 of these countries (Ireland, Thailand, and the United States) also were found to have a significant difference in *teacher* rank-orderings across various setting types (see p. 89). Table B.4 (Appendix B) presents the parents' national-level rankings by type of setting for these 3 countries.

In Ireland, the two notable findings are that (1) parents with children attending *nondisadvantaged preschools* consider **social skills with adults** to be less important than do parents whose children attend Ireland's other three types of settings and that (2) parents with children in either kind of *nondisadvantaged* setting rank **self-assessment skills** as more important than do parents with children in either kind of *disadvantaged* setting.

In Thailand, the differences between parent rank-orderings from the two kinds of settings are small but significant. Thai parents whose children attend *educational programs* consider **social skills with peers** as more important and **language skills** and **social skills with adults** as less important than do parents whose children attend *child care centers.*

In the United States, the analysis revealed major differences in the overall ordering of the skill categories by parents from educational group settings (i.e., *Head Start, public school preschools*) and parents whose children are in home settings (i.e., *family day care homes, own homes*). First, parents whose children attend the educational group settings rank **preacademic skills** among the *most important,* whereas parents with children in the home settings rank that skill category among the *least important.* Second, parents from the educational group settings consider **social skills with peers** to be only *moderately important,* whereas parents from the home settings consider this category to be among the *most important.* Finally, parents from the educational group settings rank **social skills with adults** as more important than do parents from the home settings.

Parent Cross-National Findings—Groupings

Again, to parallel the analysis of teacher findings, project staff looked at parents' rankings of the eight skill categories across countries. As with the teacher data, they examined the relationship between the

overall order of parents' national-level rankings in the various pairs of countries. Table 5.7 presents the correlation matrix for parents, with each entry indicating the degree of similarity between the rank-ordering of the eight categories by the parents in each pair of countries. (Only the national-level rankings were used for the analysis presented here, but analysis of the percentages ranking the skill categories among the *most important* would be likely to produce very similar results.)

Based on Table 5.5 national-level rankings, Table 5.8 on p. 104 indicates the number of countries in which parents assign a *most important*, a *moderately important*, or a *least important* rank to each skill category. The table shows that for the most part, parents in a majority of countries agree on the type of ranking each skill category should receive. Only on **preacademic skills** do we find no majority opinion—parents in nearly equal numbers of countries rank **preacademic skills** as *most important*, *moderately important*, and *least important*. Allowing these three possible choices for ranking **preacademic skills**, the bold-faced numbers in Table 5.8 suggest what we might think of as a "majority pattern" of rank-ordering the skill categories.

Project staff used the findings in Table 5.7 to form groups of countries in which parents give somewhat similar rank-orderings to the various skill categories. In contrast to the groups based on teacher correlations, the parent groups are more diverse. They include three small multicountry groups as well as 4 "unique" countries.

The first multicountry group is the largest one and has strong intercorrelational relationships; its countries generally follow the "majority pattern":

- **Belgium**—Agrees with the majority pattern except for assigning **self-assessment skills** to *moderately important*, **social skills with adults** to *least important*, and **motor/physical skills** to *moderately important*
- **Finland**—Agrees with the majority pattern for all categories except **motor/physical skills**, which are assigned to *moderately important*
- **Greece**—Agrees with the majority pattern except for assigning **self-assessment skills** to *moderately important*

Table 5.7 Spearman correlation coefficients for parents' national-level rankings of the skill categories

Country/ Territory	Bel-gium	China	Fin-land	Greece	Hong Kong	Indo-nesia	Ire-land	Italy	Ni-geria	Po-land	Ro-mania	Spain	Thai-land
China (PRC, 6 pr.)	-.02												
Finland	.81+	-.10											
Greece (urban)	.81+	-.14	.71+										
Hong Kong*	.36	.83+	.17	.21									
Indonesia* (Java)	.38	.64	.10	.52	.79+								
Ireland	.38	-.43	.14	.62	-.17	.33							
Italy	.45	.05	.69	.31	.38	-.02	-.26						
Nigeria* (3 states)	.19	.76+	.05	-.10	.79+	.55	-.10	.14					
Poland	.50	-.26	.79+	.31	-.14	-.26	.17	.48	.24				
Romania*	.60	.60	.64	.64	.76+	.74+	.02	.52	.48	.14			
Spain (Cat.)	.45	.43	.17	.60	.71+	.93+	.55	.10	.55	-.10	.67		
Thailand	.14	.33	.31	.36	.50	.38	-.31	.57	.00	-.17	.64	.29	
United States* (6 sites)	.79+	.12	.52	.86+	.57	.71+	.48	.38	.21	.07	.69	.79+	.50

Note. Asterisk (*) indicates that weighted data were used for analysis. The plus symbol (+) indicates similar rank-orderings ($p < .05$). Slovenia supplied no parent Questionnaire data and is therefore omitted from table.

Table 5.8 Number of countries in which skill categories receive various parent national-level rankings

Skill Category	Number of countries with parents assigning: Most Important (Rank #1, #2, or #3)	Moderately Important (Rank #4 or #5)	Least Important (Rank #6, #7, or #8)
Language skills	11	3	0
Self-sufficiency skills	10	2	2
Social skills with peers	9	4	1
Preacademic skills	5	4	5
Social skills with adults	2	7	5
Motor/physical skills	3	4	7
Self-assessment skills	1	3	10
Self-expression skills	1	1	12

- **United States**—Agrees with the majority pattern except for assigning **self-assessment skills** to *moderately important* and **social skills with adults** to *least important*

The second multicountry group also has strong intercorrelational relationships and few variations from the majority pattern.

- **Indonesia**—Agrees with the majority pattern except for assigning **social skills with peers** to *moderately important*
- **Romania**—Fully agrees with the majority pattern for all categories
- **Spain**—Agrees with the majority pattern except for assigning **self-sufficiency skills** to *moderately important*

The third multicountry group has strong intercorrelational relationships, but its deviations from the majority pattern are more frequent or stronger than those of the previous group.

- **China**—Agrees with the majority pattern except for assigning **social skills with peers** to *least important* and **motor/physical skills** to *moderately important*

- **Hong Kong**—Agrees with the majority pattern except for assigning **social skills with peers** to *moderately important*, **motor/physical skills** to *moderately important*, and **social skills with adults** to *least important*
- **Nigeria**—Agrees with the majority pattern except for assigning **social skills with peers** to *moderately important*, **self-sufficiency skills** to *least important*, and **motor/physical skills** to *most important*

The "unique" countries each have no significant intercorrelation with any other country and have several variations from the majority pattern.

- **Ireland**—Agrees with the majority pattern except for assigning **language skills** to *moderately important*, **self-sufficiency skills** to *least important*, and both **social skills with adults** and **self-assessment skills** to *most important*
- **Italy**—Agrees with the majority pattern except for assigning **language skills** to *moderately important*, **motor/physical skills** to *most important*, **self-expression skills** to *moderately important*, and **social skills with adults** to *least important*
- **Poland**—Agrees with the majority pattern except for assigning both **language skills** and **self-sufficiency skills** to *moderately important*, and both **social skills with adults** and **motor/physical skills** to *most important*
- **Thailand**—Agrees with the majority pattern except for assigning **social skills with peers** to *moderately important*, **self-expression skills** to *most important*, and **social skills with adults** to *least important*

Summary of Findings About Parent Expectations

Like the teacher findings, the parent findings indicate that within a given country, parents whose children attend various types of early childhood programs generally (in 10 of 13 countries) give similar rank-orderings to the skill categories. However, compared with the

teacher findings, the parent findings include less cross-national agreement regarding the overall ranking of the eight skill categories.

❁

This chapter has looked separately at teachers' and parents' expectations for children as expressed in their rank-ordering of the Expectations Questionnaire's eight skill categories. The next chapter will compare teachers' expectations with those of parents.

SUMMARY STATEMENTS

- Across the participating countries, the skill categories that teachers consider *most important* for 4-year-old children are **social skills with peers, language skills,** and **self-sufficiency skills.**
- In most countries, teachers from the various types of settings studied assign similar rankings to the eight skill categories.
- Across the participating countries, the skill categories that parents consider *most important* for 4-year-old children are **language skills, self-sufficiency skills,** and **social skills with peers** (the same three categories that teachers consider *most important*).
- In most countries, parents of children in the various types of settings studied assign similar rank-orderings to the eight skill categories.
- Teachers from a majority of countries agree about whether each of the eight skill categories is *most important, moderately important,* or *least important* for 4-year-old children.
- Across the Phase 2 participating countries, parents' rank-orderings of the eight skill categories are less similar than teachers' rank-orderings.

ENDNOTE

1. In a few cases, the findings that the two tables report about a given category (i.e., its national-level ranking and the percentage considering it as *most important*) may seem somewhat contradictory. For example, Table 5.1 may show that a skill ranks relatively high in a country despite the fact that Table 5.2 shows a small percentage of respondents ranking it as *most important*. This indicates that this small percentage must have found the skill to be of *highest* importance (#1 rather than #2 or #3). In the same way, Table 5.1 may show a skill ranking relatively low in a country despite the fact that Table 5.2 shows a large percentage of respondents ranking it as *most important*. In this case, this large percentage must have ranked the skill as #3 rather than #1 or #2.

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VI

Congruence Between Teachers' and Parents' Expectations

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This chapter compares teachers' and parents' rank-orderings of the Expectations Questionnaire's eight skill categories to answer question #2 at the end of Chapter 1: *In any given country, do teachers and parents agree about which areas of child development are most important?* In presenting the answer to this question, the term "congruence" will often be used for "agreement" between teachers and parents. We begin by discussing why teacher-parent congruence is of interest in the IEA Preprimary Project. This discussion expands on issues brought up earlier, in the literature review of Chapter 1.

What Is Teacher-Parent Congruence, and Why Is It Important?

The degree of congruence between parents' and teachers' expectations can be seen as an indicator of connection, or coherence, between two microsystems—the child's family and the child's care/education setting. The IEA Preprimary Project thus considers it an element with potential influence on the process of child development and socialization.

The IEA Project is not the first to be concerned about the child's two microsystems. Many comprehensive research projects about

modern childhood recognize the "new reality" of "double socialization," which is the child's development taking place simultaneously in two major contexts—the home and the out-of-home care or education setting. As seen from a psychological point of view, this new reality, by presenting a world that has much broader social and performance demands, requires new competencies on the part of the child. There are likely to be developmental consequences of growing up in these two different contexts, and it may not be correct, in studying developmental effects, to simply merge the two, because their natures may be different, with each creating unique opportunities and experiences for the child.

Many current early childhood researchers agree that it is important for research to explore children's lives as a whole and to see socialization in the family and socialization in the out-of-home setting not as two separate processes, but as a single process that is a new condition of life (Vilien, 1993). For example, Melhuish (1993), in reviewing contemporary research on how out-of-home early childhood settings affect child development, cited some studies showing positive effects, some studies showing negative effects, and some studies showing no effects at all. According to Melhuish, this variety of findings that can be cited illustrates, among other things, the importance of considering the *total* environment of children. Not only the *quality* of both home and out-of-home settings but also *the relationship between* these two microsystems must be taken into account.

The IEA Project's exploration of the congruence between parents' and teachers' expectations should give insight into the relationship between the two microsystems and eventually help us to understand the extent of their individual and combined influence on the child. Parents' or teachers' opinions about the important areas of development for young children are expressions of their value systems, of their notions about the adult they want the child to become. As such, they usually indicate the parent's or teacher's "hidden curriculum," which is likely to be expressed in the types of activities children experience in the home or out-of-home care/education setting. When parents and teachers disagree about what is important for the child's development—when there is low congruence in their rank-ordering of the eight skill categories—the child's home and out-of-home activities are likely to reflect this. The same may be said in the case of high

congruence—when parents and teachers agree in their rank-ordering. Some specific examples follow.

An Example of Low Congruence

Suppose that teacher-parent congruence is low in a specific country. The parents believe that the most important skill categories for 4-year-old children are **self-sufficiency skills** and **preacademic skills**. These parents might implement their beliefs by encouraging children to care for their own personal needs (e.g., bathing, dressing) and to put clothing and toys in their proper place. Also, they might encourage their children to practice counting and printing letters.

The early childhood teachers in this same country believe instead that the most important skill categories for children of this age are **language skills** and **social skills with peers**. These teachers might therefore devote extensive classroom time to activities that promote these skills. For example, they might ask children to describe their experiences or to retell a story in their own words. In addition, they might encourage children to play cooperatively, to share toys, and to treat one another with respect.

For the young children in this example, the low teacher-parent congruence results in different emphases and activities in their home and out-of home settings.

An Example of High Congruence

Suppose that in another country, both parents and teachers believe that the most important skill categories for 4-year-old children are **self-sufficiency skills** and **language skills**. In this case adults in both the home and the care/education settings might involve children in activities related to these two categories: putting things in their proper places, tending to personal needs, participating in storytelling activities, learning new words, and so on. For these young children, the high teacher-parent congruence results in similar emphases and activities in their home and out-of-home settings.

How Might Teacher-Parent Congruence Affect a Child's Development?

In the literature review of Chapter 1, the prevailing view was presented: " . . . the closer the congruence between parents' and teachers'

attitudes, aims, objectives, and expectations regarding early learning and the role of the preschool, the better for the child; marked differences between parents' and teachers' attitudes toward child development and childrearing will lead to stress on the children who are directly affected by these different approaches (Carlson & Stenmalm, 1989; Ebbeck, 1980; Spodek, 1985)."

Here, we propose an alternative view: It may be true that in a high-congruence situation—when the primary adults at home and in the out-of-home setting have like expectations—children may find it easier to move between the two settings and to adjust to the demands of each. However, as a result of this congruence, children's time and activities may be focused on only a few of the many possible developmental areas. Consequently, they may have fewer opportunities to acquire the competencies that are *not* emphasized by either environment. For instance, in the high-congruence example just described, children may experience few opportunities to learn social skills with peers in either of their environments.

Instead of creating difficulty, low teacher-parent congruence might in fact be a positive situation for most children. When the adults in the two primary environments in which the child spends time have different priorities, the child might experience *challenge* rather than difficulty moving between the two environments. This situation produces a wider range of opportunities and experiences, which might encourage the child to develop skills different from those he or she would develop in either environment alone or in a high-congruence situation.

The findings from the countries participating in Phase 2 of the IEA Preprimary Project should add information to our understanding of the importance of congruence between parent and teacher expectations. While most research studies are conducted either in the United States or in western European countries (see Tietze, Cryer, Bairrão, Palacios, & Wetzel, 1996), this study, as explained in Chapter 1, includes countries from four continents and includes some eastern as well as some western European nations. Consequently, it will be possible to explore the influence of such factors as geopolitical and cultural variations.

While this monograph reports on only the expectations of parents and teachers, future Phase 2 monographs will explore (1) the rela-

tionship between adults' expectations and their organization of the child's time (i.e., whether the teacher who assigns a high priority to language skills actually devotes major amounts of classroom time to this skill category) and (2) the relationship between teacher-parent congruence and children's developmental status in several areas. Now we turn to the findings about congruence.

Teacher-Parent Congruence Findings

This part of the chapter examines the levels of congruence between teachers' and parents' expectations in the participating countries. (Since Slovenia did not administer the Expectations Questionnaire to parents, we present congruence findings for only 14 countries.) Project staff used Spearman correlations to examine the congruence between teachers' and parents' rank-orderings of the 8 skill categories. Table 6.1 presents (in bold-face type) the correlation between teachers' and parents' rank-orderings in each country overall; it also shows, for the 12 countries studying more than a single type of setting, the teacher-parent correlations by type of setting. A high correlation coefficient indicates high congruence; a low correlation coefficient indicates low congruence. Figure 6.1 is a graph of the overall-country correlation coefficients from Table 6.1.

Table C.1 (in Appendix C) presents the national-level rankings for teachers and parents for each country overall and, where applicable, for each type of setting within the country (see pp. 80–81 of Chapter 5 for an explanation of how "national-level" rankings are derived from mean-rank scores). The rank-orderings from Table C.1 were the ones project staff compared to arrive at the Spearman correlation coefficients shown in Table 6.1 and Figure 6.1.

Table 6.1 indicates that there are 8 countries in which, overall, there is a statistically significant correlation between teachers' and parents' rank-orderings (Belgium, Finland, Italy, Nigeria, Poland, Romania, Thailand, and the United States). In these countries, teachers' and parents' expectations are highly congruent, and thus one might assume that with both teachers and parents, children experience similar types of activities. Further, one might assume that in these countries, most children experience little difficulty or stress when moving between parent- and teacher-supervised settings.

Table 6.1 Spearman correlations between teachers' and parents' rank-orderings of the skill categories

Country/Territory	Correlation Coefficient	Country/Territory	Correlation Coefficient	Country/Territory	Correlation Coefficient
Belgium (Liège Pr., Brussels)	**.81+**	**Indonesia* (Java)**	**.38**	**Romania***	**.93+**
Public nursery schools	.67	Urban kindergartens	.43	Urban normal kindergartens	.81+
Private nursery schools	.69	Rural kindergartens	.45	Rural normal kindergartens	.71+
China (PRC, 6 pr.)	**.17**	**Ireland**	**.33**	Urban long kindergartens	.63
Urban kindergartens	.38	Nondisadvantaged preschools	.52	**Spain (Catalonia)**	**.55**
Rural kindergartens	.29	Disadvantaged preschools	.42	Public preprimary schools	.45
Finland	**.98+**	Disadvantaged national schools	.45	Private preprimary schools	.40
Child care centers	.79+	Nondisadvantaged national schools	.24	**Thailand**	**.71+**
Family day care homes	.93+	**Italy**	**.81+**	Educational programs	.76+
Greece (urban)	**.55**	**Nigeria* (3 states)**	**.86+**	Child care centers	.00
Public kindergartens	.64	**Poland**	**.90+**	**United States* (6 sites)**	**.74+**
Child care centers	.24	Urban preschools	.93+	Head Start	-.12
Hong Kong*	**.43**	Rural preschools	.79+	Public school preschools	.07
Kindergartens	.43			Other organized programs	.74+
Child care centers	.37			Family day care homes	.68

Note. Asterisk (*) indicates that weighted data were used for analysis. The symbol + indicates $p < .05$. Slovenia supplied no parent questionnaire data and is therefore omitted from table.

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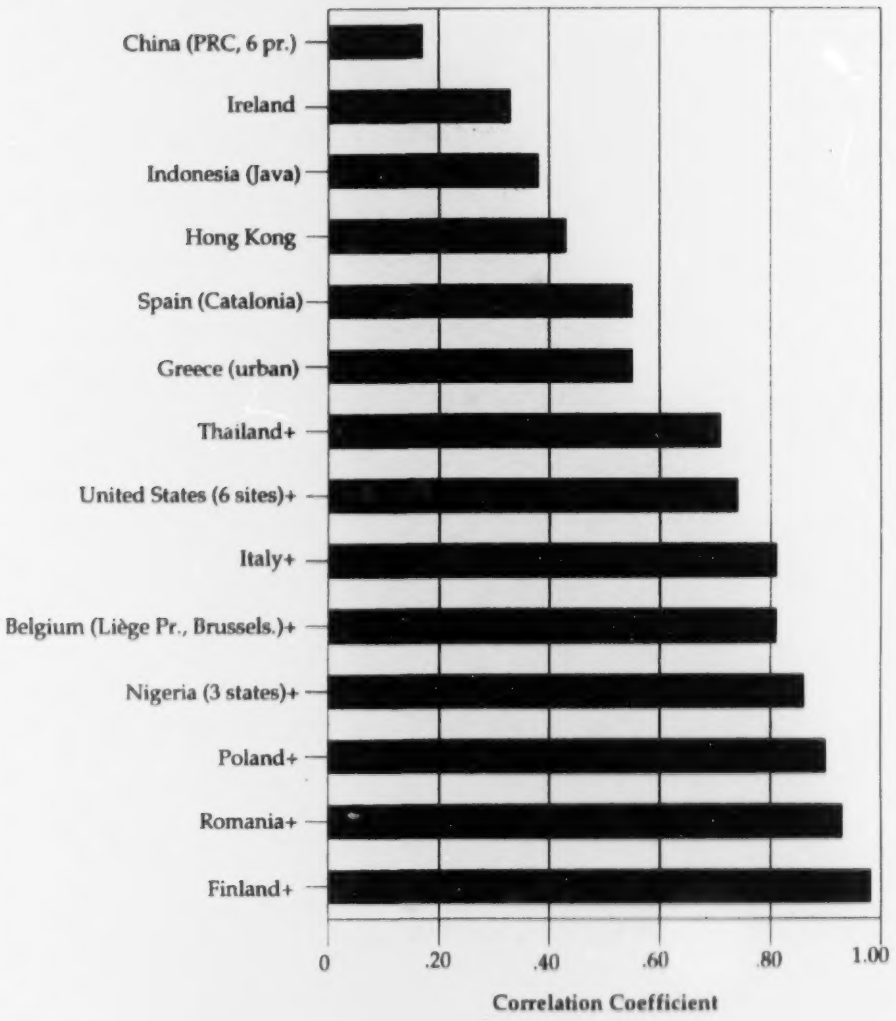

Note. The symbol + indicates $p < .05$

Figure 6.1 Spearman correlations between teachers' and parents' rank-orderings of the skill categories

It is important to note that although teachers and parents rank-order the skill categories similarly *within* 8 countries, the rank-ordering that teachers and parents agree upon in each of these 8 countries may differ from country to country. In fact, there are several striking differences in teacher-parent rank-orderings *across* countries. For example, Finland's teachers and parents agree that **preacademic skills** are #8, whereas Nigeria's teachers and parents agree that **preacademic skills** are #1. For another example, Finland's parents and teachers, as well as Italy's, agree that **self-sufficiency skills** are among the *most important* (#1, #2, or #3), whereas Nigeria's parents and teachers agree that this skill category is among the *least important* (#6, #7, or #8).

Six countries show low teacher-parent congruence overall (China, Greece, Hong Kong, Indonesia, Ireland, and Spain). In these 6 countries, one might assume that children experience different types of activities in their home and out-of-home settings.

It is interesting to note that among the 8 countries that have high teacher-parent congruence overall, as well as among the 6 countries that have low teacher-parent congruence overall, there are nations from different parts of the world, having diverse political philosophies, economic systems, and cultural traditions.

A Closer Look at the Findings

In reporting on the congruence of teacher and parent expectations, we have chosen not only to consider each country's overall teacher-parent correlation coefficient (as we have just done) but also to further explore, for the reader who wants more detail, some of the relationships between each country's national-level rankings in Table C.1 of Appendix C. In the following detailed, country-by-country discussion of Table C.1 rankings, we look at the teacher-parent agreement for individual skill categories, both for the overall country and for different types of settings within each country, when that is appropriate. For purposes of this discussion, we consider a country's overall teacher-parent national-level rankings of a skill category to be "in agreement" when they are no more than 1 rank apart for any skill category; we consider a country's specific-setting teacher-parent rankings to be "in agreement" when they are no more than 2 ranks apart for any skill

category. As might be expected, a high overall teacher-parent correlation coefficient for a given country generally indicates teacher-parent agreement across all or most of that country's various types of settings. However, when the country's overall correlation coefficient is lower, we find more or wider teacher-parent differences among that country's various types of settings.

High-Congruence Countries

Finland (.98)—This country shows the most congruence, with the overall country having teacher-parent agreement for all skill categories. In the overall country, and in each type of setting, teachers and parents agree on the ranking of almost all the various skill categories, except that in child care centers, parents give **self-assessment skills** slightly more importance than teachers do (#4 vs. #7). Teachers and parents in the overall country and in each type of setting uniformly rank **social skills with peers**, **self-sufficiency skills**, and **language skills** as *most important* skill categories (#1, #2, #3, respectively); they likewise uniformly rank **preacademic skills** as *least important* (#8).

Romania (.93)—Overall in this country, teachers and parents show high congruence, with exact or close agreement on the relative importance of 7 of the 8 skill categories; only **self-sufficiency skills** are rated slightly more important by parents than by teachers (#1 vs. #3). Teachers and parents alike rank **language skills**, **self-sufficiency skills**, and **social skills with peers** among the *most important* (#1, #2, or #3); the two groups agree that **self-assessment skills** are the *least important* (#8).

Among Romania's various types of settings, the only major teacher-parent differences occur in the rankings of 3 skill categories: In both *urban normal kindergartens* and *urban long kindergartens*, parents give **preacademic skills** more importance than teachers do (#4 and #3, respectively, vs. #7); in *rural normal kindergartens*, parents give **self-sufficiency skills** more importance than teachers do (#1 vs. #4); and in *urban long kindergartens*, teachers give **social skills with peers** more importance than parents do (#1 vs. #4).

Poland (.90)—In Poland, as in Romania, there is high overall-country congruence, with parents and teachers in agreement about the rankings of 7 of the 8 skill categories. The single area of notable

disagreement is **self-expression skills**, which teachers rank more important than parents do (#5 vs. #7). This difference in overall-country rankings stems mostly from the fact that *rural preschool* parents rank it *least important*, whereas *rural preschool* teachers rank it as *moderately important* (#8 vs. #5). Teachers and parents are in total agreement in placing both **social skills with peers** and **motor/physical skills** among the *most important* areas. They also agree that **preacademic skills** are among the *least important*.

NIGERIA (.86)—This country has high congruence, with teacher-parent agreement on the ranking of 5 of the 8 skill categories. The category of **self-expression skills** is assigned slightly more importance by teachers than by parents (#5.5 vs. #7) Also, the category of **motor/physical skills** is considered more important by parents than by teachers (#3 vs. # 5.5), as is the category of **self-sufficiency skills** (#6 vs. #8). Teachers and parents are in complete agreement in placing **preacademic skills** (#1) and **language skills** (#2) among the *most important* categories; they also agree that **self-assessment skills** are among the *least important* (#7 vs. #8).

BELGIUM (.81)—Overall in Belgium, teachers and parents show agreement on rankings of 5 of the 8 skill categories. Areas of disagreement are these: Parents rank **preacademic skills** slightly more important than teachers do (#6 vs. #8), and teachers rank **self-expression skills** and **self-sufficiency skills** slightly more important than parents do (#6 vs. #8, #1 vs. #3, respectively). Teachers and parents agree that **social skills with peers** and **language skills** are among the *most important* (#1, #2, or #3) and that **social skills with adults** are among the *least important* (#7).

Among Belgium's different types of settings, teacher-parent rankings are in agreement for most skill categories. There are 2 categories that are exceptions: In *public nursery schools*, teachers rank **self-expression skills** as more important than parents do (#5 vs. #8), and in *private nursery schools*, parents rank **language skills** as more important than teachers do (#2 vs. #5).

ITALY (.81)—In Italy, as in Belgium, teachers and parents are in agreement on 5 of the 8 skill categories. The areas of disagreement are these: Teachers assign **motor/physical skills** and **self-assessment skills** more importance than parents do (#1 vs. #3, #6 vs. #8,

respectively). However, parents consider **preacademic skills** more important than teachers do (#6 vs. #8). Parents and teachers agree that **social skills with peers** and **self-sufficiency skills** rank among the *most important* (#1, #2, or #3) and that **social skills with adults** rank among the least important (#7).

United States (.74)—In the overall country, teachers and parents agree about the ranking of 6 of the 8 skill categories. The 2 categories of disagreement are these: Parents rank **preacademic skills** as much more important than teachers do (#4 vs. #8), and teachers rank **self-expression skills** as more important than parents do (#4 vs. #6).

Among the different types of U.S. settings in Table C.1, *Head Start* and *public school preschools* show the lowest teacher-parent agreement (their correlation coefficients are -.12 and .07, respectively). Disagreement about the importance of **preacademic skills** is the most notable for these two types of settings, with *Head Start* parents and teachers ranking the category #1 vs. #8 and *public school preschool* parents and teachers ranking it #1 vs. #5. This tendency for parents to rank **preacademic skills** as more important than teachers do is also found, but to a lesser degree, in the other types of U.S. settings in Table C.1—*other organized programs* and *family day care homes.* The two types of U.S. settings with low teacher-parent agreement also show, among other differences, somewhat notable teacher-parent disagreement about 2 other categories: **social skills with peers** and **social skills with adults.**

Thailand (.71)—In the overall country, teachers and parents agree about the importance of 5 of the 8 skill categories. The differences are that parents consider **language skills** more important than teachers do (#3 vs. #6), and teachers consider both **motor/physical skills** and **preacademic skills** more important than parents do (#4 vs. #7, #3 vs. #5, respectively). Thailand's teachers and parents agree that **self-sufficiency skills** (#1) and **self-expression skills** (#2) are among the *most important* categories and that **self-assessment skills** (#8) are among the *least important.*

Of Thailand's two types of settings, *educational programs* have the higher teacher-parent agreement (with a correlation coefficient of .76); only the category of **motor/physical skills** shows much disagreement, with teachers ranking it more important than parents do

(#4 vs. #7). In contrast, teachers and parents in Thailand's *child care centers* disagree on 6 of the 8 skill categories. Parents regard 3 categories as more important than teachers do: **language skills** (#2 vs. #6), **self-sufficiency skills** (#1 vs. #4), and **social skills with adults** (#3 vs. #7). Teachers, on the other hand, see 3 other categories as more important than parents do: **motor/physical skills** (#2 vs. #7), **self-expression skills** (#1 vs. #4), and **social skills with peers** (#3 vs. #6).

LOW-CONGRUENCE COUNTRIES

GREECE (.55)—In the overall country, teachers and parents agree about 5 of the 8 skill categories. The areas of disagreement are as follows: Parents rank 2 categories as more important than teachers do—**preacademic skills** (#6 vs. #8) and **social skills with adults** (#5 vs. #7). Teachers rank 1 category as more important than parents do—**motor/physical skills** (#3 vs. #8). Teachers and parents agree that **social skills with peers** (#2 vs. #1) and **self-sufficiency skills** (#1 vs. #2) are among the *most important.*

There are some areas of teacher-parent disagreement in each of the two types of settings studied in Greece. In *public kindergartens,* parents rank **social skills with adults** as more important than teachers do (#4 vs. #7), while teachers rank **motor/physical skills** as more important than parents do (#4 vs. #8). In *child care centers,* parents rank both **preacademic skills** and **self-assessment skills** as more important than teachers do (#5 vs. #8, #3 vs. #6, respectively), while teachers rank **motor/physical skills** as more important than parents do (#2 vs. #8). Thus, **motor/physical skills** is an area of teacher-parent disagreement across both types of settings in Greece.

SPAIN (.55)—In the overall country, teachers and parents agree on only 3 of the 8 skill categories. Parents rank **preacademic skills** and **social skills with adults** as more important than teachers do (#1 vs. #4, #5 vs. #8, respectively), while teachers rank **language skills, motor/physical skills,** and **self-sufficiency skills** as more important than parents do (#1 vs. #3, #5 vs. #8, #2 vs. #4, respectively). There is teacher-parent agreement that **social skills with peers** are among the *most important* (#3 vs. #2) and that **self-expression skills** and **self-assessment skills** are among the *least important* (#6 vs. #7, #7 vs. #6, respectively).

Looking at the specific types of settings studied in Spain, we see *public kindergarten* teacher-parent agreement on all but 2 of the 8 skill categories: Parents rank **preacademic skills** as more important than teachers do (#1 vs. #5), and teachers rank **motor/physical skills** as more important than parents do (#4 vs. #8). In *private kindergartens,* there is disagreement on 4 of the 8 categories: **Social skills with adults** and **social skills with peers** are considered more important by parents than by teachers (#4 vs. #8, #1 vs. #4, respectively); **motor/physical skills** and **self-sufficiency skills** are considered more important by teachers than by parents (#5 vs. #8, #2 vs. #5, respectively). In Spain, as in Greece, the category of **motor/physical skills** is one on which teachers and parents consistently disagree, with parents giving it the *least important* (#8) ranking and teachers seeing it as *moderately important* (#4, #5).

HONG KONG (.43)—Overall in Hong Kong, there is teacher-parent agreement about only 5 of the 8 categories. Teachers and parents agree that both **language skills** (#1 vs. #2) and **self-sufficiency skills** (#2 vs. #3) rank among the *most important* and that **social skills with adults** (#8 vs. #7) are among the *least important.* As in some other countries, teachers and parents hold opposite opinions about **preacademic skills,** with teachers ranking the category among the *least important* (#7) and parents ranking it as *most important* (#1).

Teacher-parent agreement in the two types of settings studied follows the same pattern as in Hong Kong overall regarding **preacademic skills.** Teachers and parents show wide disagreement on the **preacademic skills** category—parents in both *kindergartens* and *child care centers* rate it **most important** (#1), whereas teachers in both types of settings rank it among the *least important* (#7, #7.5).

INDONESIA (.38)—As would be expected from the country's low correlation coefficient, Indonesia overall has teacher-parent agreement about only a few of the skill categories: Teachers and parents agree that **language skills** are among the *most important* (#3 vs. #2) and that **self-sufficiency skills** are, as well (#2 vs. #3); teachers and parents agree about placing **self-expression skills** among the *least important* (#6 vs. #7). As in some other countries, there are divergent views about **preacademic skills,** with parents ranking them *most important* (#1) and teachers ranking them *moderately important* (#5).

Across the two types of settings studied in Indonesia, 2 skill categories stand out for their teacher-parent differences: Parents in both *urban* and *rural kindergartens* rank **preacademic skills** higher than teachers do (*urban*, #1 vs. #5; *rural*, #2 vs. #5), and teachers in both *urban* and *rural kindergartens* rank **motor/physical skills** higher than parents do (*urban*, #3 vs. #6; *rural*, #4 vs. #8). In *urban kindergartens*, 2 other categories show notable teacher-parent differences: *Urban* parents rank **self-assessment skills** higher than teachers do (#5 vs. #8), and *urban* teachers rank **social skills with peers** higher than parents do (#1 vs. #4).

IRELAND (.33)—In Ireland overall, teachers and parents clearly agree on only these 2 of the 8 skill categories: **Social skills with peers** are *most important* (#1), and **motor/physical skills** are *least important* (#8). Also, across all four types of settings studied, these 2 categories show close teacher-parent agreement. No other clear pattern is evident across the various types of settings.

CHINA (.17)—In spite of the overall country's low correlation coefficient, China's teachers and parents agree that **language skills** (#1 vs. #2) and **self-sufficiency skills** (#2 vs. #3) are among the *most important* and that **self-assessment skills** (#7 vs. #8) are among the *least important*. They disagree on **social skills with peers**, with teachers considering them among the *most important* (#3) and parents considering them among the *least important* (#7). As in some other countries, teachers and parents hold directly opposite views about **preacademic skills**, with parents ranking them *most important* (#1) and teachers ranking them *least important* (#8).

Across the two types of settings studied, the overall-country pattern is repeated for **language skills** (considered *most important* by both teachers and parents), for **self-assessment skills** (considered *least important* by both teachers and parents), and for **preacademic skills** (considered *most important* by parents but *least important* by teachers). Looking at other categories, we see that teachers in *rural kindergartens* give more importance than parents do to **self-expression skills** (#3 vs. #6), that teachers in *urban kindergartens* give more importance than parents do to **social skills with peers** (#3 vs. #6),

and that teachers in *rural kindergartens* give more importance than parents do to **motor/physical skills** (#2 vs. #4.5).

❀

The analysis of this chapter indicates that among the 14 countries, there are many patterns of teacher-parent congruence, ranging from nearly total agreement (as in Finland, with a Spearman coefficient of .98) to wide disagreement (as in China, with a Spearman coefficient of .17). In an attempt to better understand why teachers and parents rank the categories as they do, in the next chapter we look at how the two groups of adults define each of those categories.

Summary Statements

- Within each of 8 countries—Belgium, Finland, Italy, Nigeria, Poland, Romania, Thailand, and the United States—there is high teacher-parent congruence. This means that, overall, the teachers and parents of each country are in agreement about the rank-ordering of the Expectations Questionnaire's eight skill categories.
- Within each of 6 countries—China, Greece, Hong Kong, Indonesia, Ireland, and Spain—there is moderate to low teacher-parent congruence in the rank-ordering of the eight skill categories.

VII

How Do Teachers and Parents Define the Categories They Consider Important?

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The previous two chapters reported much similarity across countries in how teachers rank-order the skill categories and in how parents rank-order the skill categories. In addition, high teacher-parent congruence appears in 8 of the 14 countries. Despite the similarities and congruence, the possibility remains that the eight skill categories may mean different things to different respondents. For example, a parent who ranks **language skills** as #1 may define this category differently than does a teacher who ranks it as #1. This chapter explores this possibility, answering question #3 posed at the end of Chapter 1: *How do teachers and how do parents define the various areas of development that they consider to be most important? Are the definitions of the two groups alike or different?*

Chapter 3 explained how the Expectations Questionnaire addressed the matter of skill-category definition. For each of the three skill categories ranked by a teacher or a parent as *most important* (#1, #2, or #3), the interviewer showed the respondent a list of 7–11 subskills (see Table 3.1 on p. 50 for a list of the eight categories' subskills) and asked him or her to select the two subskills that are "the most important." These two selections then gave some indication of how the respondent would "define" the given category. This chapter therefore reports the teacher and parent findings from the

Expectations Questionnaire's "subskills question." (*Note:* Because China's Expectations Questionnaire did not include the subskills question for either teachers or parents and because Slovenia did not administer the Expectations Questionnaire to parents, this chapter reports teacher data on subskills for only 14 countries and parent data on subskills for only 13 countries.)

To convey only the most meaningful information, we present data about how teachers (or parents) define a skill category in a given country only when at least 20% of the country's teachers (or parents) rank that skill category among the three *most important.* For example, only in Hong Kong, Indonesia, Ireland, Nigeria, Romania, Spain, Thailand, and the United States do more than 20% of teachers rank **preacademic skills** among the *most important.* Consequently we present data about how teachers define **preacademic skills** only for these 8 countries. Parents, by contrast, are more likely to rank this category highly—in 12 of 13 countries, at least 20% of parents rank **preacademic skills** among the *most important* (Finland is the exception, with only 14%). Therefore we present data about how parents define **preacademic skills** for 12 countries. This at-least-20% criterion was used in deciding whether to include specific countries' subskill-selection findings in the tables of this chapter.

Subskill-Selection Findings for Teachers and Parents

The major findings for this chapter are presented in Tables 7.1–7.8 (on pp. 128–153), which were derived from Tables D.1–D.8 in Appendix D. Tables 7.1–7.8 show, for each skill category, the two subskills selected by the highest and second-highest percentages of teachers and parents in each country (unless that country, for that category, is excluded on the basis of the at-least-20% criterion). As explained earlier, because of differences in China's and Slovenia's versions of the Expectations Questionnaire, *no data* for China and *only teacher data* for Slovenia appear in the table for each skill category.

Social Skills With Peers

Because, as Chapter 5 reported, every country has substantial percentages of teachers (at least 42%) and parents (at least 32%) rank-

ing **social skills with peers** among the *most important* categories, we report in Table 7.1 subskill selections for teachers in all 14 countries and for parents in all 13 countries.

The subskills of this category focus on evidence of emotional and social maturity as well as on evidence of skills for successful group participation. **The 9 subskills that teachers and parents had to choose from are listed in the insert below:**

Cooperation	■ To play cooperatively with other children ■ To share toys ■ To understand that other children have different opinions
Feeling Comfortable With Peers	■ To initiate interactions with other children and to form friendships ■ To correct his/her mistake with a peer (e.g., to admit he/she is wrong, to apologize, to give back a toy) ■ To treat other children's work or belongings with respect ■ To express anger or frustration with peers appropriately
Helpfulness	■ To offer help to another child in difficulty ■ To comfort another child in distress

Table 7.1 indicates that of the 9 subskills listed for this category, there are 2 that both teachers and parents most frequently identify as important:

- **To initiate interactions with other children and form friendships** (named by teachers in 13 of 14 countries, by parents in 11 of 13 countries)
- **To play cooperatively with other children** (named by teachers in 10 of 14 countries, by parents in 7 of 13 countries)

Parents also select with some frequency 1 additional subskill:

- **To correct his/her mistakes with a peer** (named by parents in 5 of 13 countries)

No other subskill is a frequent selection of either teachers or parents. Very few groups of teachers or parents select the subskills that

Table 7.1 Social skills with peers category: Subskills selected as "the most important" by teachers (T) and parents (P)

Country/ Territory	% Ranking Category #1, #2, #3 T (P)	Teacher Selections		Parent Selections	
		Selected by Highest %	Selected by 2nd- Highest %	Selected by Highest %	Selected by 2nd- Highest %
Belgium (Liège Pr., Brussels)	53(66)	Initiate/form friendships	Play cooperatively	Initiate/form friendships	Respect work/belongings
China (PRC, 6 pr.)	–	–	–	–	–
Finland	86 (80)	Play cooperatively	Initiate/form friendships	Initiate/form friendships	Play cooperatively
Greece (urban)	71 (58)	Play cooperatively	Initiate/form friendships	Correct mistake/admit wrong	Initiate/form friendships
Hong Kong*	63 (46)	Initiate/form friendships Share toys	–	Initiate/form friendships	Share toys
Indonesia* (Java)	64 (50)	Initiate/form friendships	Play cooperatively	Correct mistake/admit wrong	Initiate/form friendships
Ireland	76 (67)	Play cooperatively	Initiate/form friendships	Initiate/form friendships Play cooperatively	–
Italy	62 (58)	Initiate/form friendships	Play cooperatively	Play cooperatively	Initiate/form friendships

Table 7.1 (cont.) Social skills with peers category: Subskills selected as "the most important" by teachers (T) and parents (P)

		Teacher Selections		Parent Selections	
Country/ Territory	% Ranking Category #1, #2, #3 T (P)	Selected by Highest %	Selected by 2nd- Highest %	Selected by Highest %	Selected by 2nd- Highest %
Nigeria* (3 states)	50 (32)	Play cooperatively	Initiate/form friendships	Play cooperatively	Initiate/form friendships
Poland	78 (68)	Play cooperatively	Correct mistake/admit wrong	Play cooperatively	Correct mistake/admit wrong
Romania*	63 (46)	Play cooperatively	Initiate/form friendships	Play cooperatively	Correct mistake/admit wrong
Slovenia	64 ( )	Initiate/form friendships	Correct mistake/admit wrong	–	–
Spain (Cat.)	53 (53)	Initiate/form friendships	Respect work/belongings	Initiate/form friendships	Offer help when needed
Thailand	42 (40)	Share toys	Initiate/form friendships Correct mistake/admit wrong	Correct mistake/admit wrong	Initiate/form friendships Respect work/belongings
United States* (6 sites)	75 (57)	Play cooperatively	Initiate/form friendships	Initiate/form friendships	Play cooperatively

Note. Subskill data presented only when at least 20% of country's teachers/parents ranked this skill category among #1, #2, #3. China supplied no teacher/parent subskill data; Slovenia supplied no parent subskill data. Asterisk (*) indicates weighted data were used for analysis. When 2 subskills tied for "highest %" or for "2nd-highest %," both are listed in column where tie occurred.

have to do with understanding different opinions, offering help when needed, expressing anger/frustration appropriately, or comforting a child in distress. (See Table D.1 on p. 248 in Appendix D.)

The 2 subskills that are most frequently selected by both the teachers and the parents—playing cooperatively and initiating interactions/friendships—indicate that children's ability to cooperate and feel comfortable with peers—to relate positively with them—is what defines social skills for both groups of adults. Furthermore, parents in some countries express an interest in the child's ability to rebuild a relationship after a problem occurs. Of all the areas of development listed in the Expectations Questionnaire, children's **social skills with peers** has the highest priority and is the most uniformly defined among teachers and parents.

LANGUAGE SKILLS

As established in Chapter 5, **language skills** is another category recognized as important in all participating countries by substantial numbers of both teachers (at least 34% across countries) and parents (at least 30% across countries). Therefore Table 7.2 reports subskill selections for teachers in 14 countries and for parents in 13 countries.

The 9 subskills that teachers and parents had to choose from to define this category are listed in the insert below:

Social Interaction	■ To engage in conversation with peers and adults ■ To communicate his/her feelings in words
Obtaining Information	■ To ask questions when he/she is confused or curious
Conveying Information	■ To describe an experience clearly ■ To explain his/her point of view ■ To retell stories or make up his/her own stories ■ To answer questions about a story
Correct Usage	■ To pronounce words correctly ■ To use new words properly

Table 7.2 Language skills category: Subskills selected as "the most important" by teachers (T) and parents (P)

Country / Territory	% Ranking Category #1, #2, #3 T (P)	Teacher Selections: Selected by Highest %	Teacher Selections: Selected by 2nd- Highest %	Parent Selections: Selected by Highest %	Parent Selections: Selected by 2nd- Highest %
Belgium (Liège Pr., Brussels)	59 (54)	Ask questions when confused Communicate feelings in words	–	Communicate feelings in words	Ask questions when confused
China (PRC, 6 pr.)	–	–	–	–	–
Finland	37 (30)	Engage in conversation	Ask questions when confused	Ask questions when confused	Engage in conversation
Greece (urban)	47 (39)	Ask questions when confused	Engage in conversation	Ask questions when confused	Pronounce words correctly
Hong Kong*	67 (52)	Ask questions when confused	Engage in conversation	Ask questions when confused	Pronounce words correctly
Indonesia* (Java)	44 (53)	Pronounce words correctly	Engage in conversation Communicate feelings in words	Pronounce words correctly	Ask questions when confused
Ireland	61 (40)	Communicate feelings in words	Engage in conversation	Ask questions when confused	Communicate feelings in words
Italy	52 (33)	Communicate feelings in words	Engage in conversation Describe experience clearly	Pronounce words correctly	Ask questions when confused Communicate feelings in words

Table 7.2 (cont.) Language skills category: Subskills selected as "the most important" by teachers (T) and parents (P)

Country/ Territory	% Ranking Category #1, #2, #3 T (P)	Teacher Selections: Selected by Highest %	Teacher Selections: Selected by 2nd- Highest %	Parent Selections: Selected by Highest %	Parent Selections: Selected by 2nd- Highest %
Nigeria* (3 states)	72 (67)	Pronounce words correctly	Engage in conversation	Pronounce words correctly	Engage in conversation
Poland	37 (41)	Describe experience clearly	Pronounce words correctly Communicate feelings in words	Pronounce words correctly	Ask questions when confused
Romania*	68 (61)	Pronounce words correctly	Ask questions when confused	Ask questions when confused	Pronounce words correctly
Slovenia	72 ( )	Engage in conversation	Communicate feelings in words	–	–
Spain (Cat.)	76 (47)	Engage in conversation	Communicate feelings in words	Ask questions when confused	Engage in conversation
Thailand	34 (47)	Engage in conversation	Pronounce words correctly	Pronounce words correctly	Engage in conversation
United States* (6 sites)	57 (54)	Communicate feelings in words	Engage in conversation	Communicate feelings in words	Ask questions when confused

Note. Subskill data presented only when at least 20% of country's teachers/parents ranked this skill category among #1, #2, #3. China supplied no teacher/parent subskill data; Slovenia supplied no parent subskill data. Asterisk (*) indicates weighted data were used for analysis. When 2 subskills tied for "highest %" or for "2nd-highest %," both are listed in column where tie occurred.

As Table 7.2 indicates, by and large, teachers and parents tend to select the same 4 subskills from the list of 9 subskills to define this category:

- **To engage in conversation with peers and adults** (named by teachers in 11 of 14 countries, by parents in 4 of 13 countries)
- **To communicate his/her feelings in words** (named by teachers in 8 of 14 countries, by parents in 4 of 13 countries)
- **To pronounce words correctly** (named by teachers in 5 of 14 countries, by parents in 8 of 13 countries)
- **To ask questions when he/she is confused or curious** (named by teachers in 5 of 14 countries, by parents in 11 of 13 countries)

Though the two groups—teachers and parents—define the category in terms of the same 4 subskills, there are differences in emphasis: Teachers favor the 2 subskills having to do with social interaction, and parents favor the 2 subskills having to do with obtaining information and correct usage.

Self-Sufficiency Skills

One important element of social and emotional development is the demonstration of **self-sufficiency skills**, so it is not surprising that, as Chapter 5 reported, substantial percentages of teachers in 13 of 14 countries rank this category as *most important* (only Nigerian teachers, at 15%, fall below the at-least-20% inclusion criterion). The percentages of parents ranking **self-sufficiency skills** as *most important* are also substantial (at least 27%) in every country, so parents in all 13 countries qualify for inclusion in this discussion of subskill selection. Table 7.3 on p. 135 therefore indicates the subskills that teachers in 13 countries and parents in 13 countries choose as defining ones for this category.

For this category, teachers and parents made their selections from the list of 11 subskills given in the insert at the top of the next page.

General Independence	■ To play by him/herself ■ To dress him/herself ■ To attend to his/her personal needs (e.g., use the toilet, wash hands or face, brush teeth) ■ To know how to use a telephone properly
Personal Responsibility	■ To not lose or forget his/her belongings ■ To clean or pick up after him/herself ■ To learn to keep his/her things in order ■ To show persistence in a task or activity and to finish what he/she begins
Health and Safety	■ To eat what is good for his/her health ■ To recognize and avoid dangerous behaviors, objects, and products in the environment
Relating to Others	■ To ask for help when needed

Teachers tend to favor 4 different subskills for this category, and parents as well favor 3 of these 4, with 1 subskill standing out as a choice of both groups across countries. The 3 subskills named by both teachers and parents are these:

- **To attend to his/her personal needs** (named by teachers in 13 of 13 countries, by parents in 12 of 13 countries)
- **To show persistence in a task or activity and to finish what he/she begins** (named by teachers in 7 of 13 countries, by parents in 3 of 13 countries)
- **To recognize and avoid dangerous behaviors, objects, and products in the environment** (named by teachers in 3 of 13 countries, by parents in 8 of 13 countries)

Teachers in some countries add this subskill:

- **To ask for help when needed** (named by teachers in 3 of 13 countries)

It is important to note that the category of **self-sufficiency skills** is one that teachers and parents seem to define in the same way. Both groups expect children to achieve general independence, particular-

Table 7.3 Self-sufficiency skills category: Subskills selected as "the most important" by teachers (T) and parents (P)

Country/ Territory	% Ranking Category #1, #2, #3 T (P)	Teacher Selections: Selected by Highest %	Teacher Selections: Selected by 2nd- Highest %	Parent Selections: Selected by Highest %	Parent Selections: Selected by 2nd- Highest %
Belgium (Liège Pr., Brussels)	71 (57)	Attend to personal needs	Show persistence in task	Recognize/avoid danger	Show persistence in task
China (PRC, 6 pr.)	—	—	—	—	—
Finland	74 (67)	Attend to personal needs	Dress self Ask for help when needed	Attend to personal needs	Recognize/avoid danger
Greece (urban)	71 (55)	Attend to personal needs	Show persistence in task	Attend to personal needs	Recognize/avoid danger
Hong Kong*	68 (56)	Attend to personal needs	Recognize/avoid danger	Attend to personal needs	Recognize/avoid danger
Indonesia* (Java)	53 (51)	Clean/pick up after self	Attend to personal needs Show persistence in task	Attend to personal needs	Show persistence in task Eat healthful food
Ireland	42 (38)	Attend to personal needs	Recognize/avoid danger Ask for help when needed	Recognize/avoid danger	Attend to personal needs
Italy	50 (58)	Attend to personal needs	Show persistence in task	Attend to personal needs	Recognize/avoid danger

Table 7.3 (cont.) Self-sufficiency skills category: Subskills selected as "the most important" by teachers (T) and parents (P)

Country/ Territory	% Ranking Category #1, #2, #3 T (P)	Teacher Selections: Selected by Highest %	Teacher Selections: Selected by 2nd- Highest %	Parent Selections: Selected by Highest %	Parent Selections: Selected by 2nd- Highest %
Nigeria* (3 states)	15 (27)	—	—	Play by self	Attend to personal needs Ask for help when needed
Poland	26 (36)	Attend to personal needs	Show persistence in task	Attend to personal needs	Clean/pick up after self Show persistence in task
Romania*	39 (63)	Attend to personal needs	Show persistence in task	Attend to personal needs	Keep things in order
Slovenia	42 ( )	Attend to personal needs	Show persistence in task	—	—
Spain (Cat.)	54 (38)	Attend to personal needs	Ask for help when needed	Attend to personal needs	Recognize/avoid danger
Thailand	60 (67)	Attend to personal needs	Keep things in order	Attend to personal needs	Dress self
United States* (6 sites)	51 (47)	Attend to personal needs	Recognize/avoid danger	Attend to personal needs Recognize/avoid danger	—

Note. Subskill data presented only when at least 20% of country's teachers/parents ranked this skill category among #1, #2, #3. China supplied no teacher/parent subskill data; Slovenia supplied no parent subskill data. Asterisk (*) indicates weighted data were used for analysis. When 2 subskills tied for "highest %" or for "2nd-highest %," both are listed in column where tie occurred.

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ly as it relates to personal care. And both groups see self-sufficiency as including persistence and avoidance of danger. Teachers, however, stress the former, while parents stress the latter. This might be a reflection of the differences between the teacher and parent milieu: Teachers often have a shorter time with children in a more controlled, group setting, whereas parents have almost full-time care in a more open environment. Note that only a very small percentage of either group of adults in any country select the subskills concerned with keeping track of belongings or being able to use the telephone.

Self-Expression Skills

Every country has substantial percentages of teachers (21%–55%) ranking **self-expression skills** among the *most important* categories, so all 14 countries qualify for inclusion in this discussion of teachers' subskill selection. In most countries, the percentages of parents rankings this skill category as *most important* are only slightly lower than those of teachers, with only Belgium (19%) falling below the at-least-20% criterion. Table 7.4 therefore reports subskill-selection data for teachers in 14 countries but for parents in only 12 countries.

The 8 subskills from which teachers and parents made their selections to define this category are listed in the insert below:

Imaginative Play	■ To manipulate sensory materials (e.g., play dough, clay, sand, finger-paint) ■ To play imaginatively with toys ■ To role-play daily life scenes with or without props (e.g., puppets, dolls, blocks, trucks, dress-up clothes)
Music and the Arts	■ To create a picture, design, or three-dimensional object with handicraft materials ■ To listen attentively to music ■ To create or imitate simple rhythms ■ To sing songs, rhymes, fingerplays ■ To dance to music

In general, teachers and parents agree on the important subskills of this category. Both groups tend to define **self-expression skills** by

Table 7.4 Self-expression skills category: Subskills selected as "the most important" by teachers (T) and parents (P)

Country/ Territory	% Ranking Category #1, #2, #3 T (P)	Teacher Selections: Selected by Highest %	Teacher Selections: Selected by 2nd- Highest %	Parent Selections: Selected by Highest %	Parent Selections: Selected by 2nd- Highest %
Belgium (Liège Pr., Brussels)	21 (19)	Role-play daily life scenes	Play imaginatively with toys	–	–
China (PRC, 6 pr.)	–	–	–	–	–
Finland	25 (26)	Role-play daily life scenes	Play imaginatively with toys	Role-play daily life scenes	Play imaginatively with toys
Greece (urban)	27 (22)	Role-play daily life scenes	Manipulate sensory materials	Play imaginatively with toys	Manipulate sensory materials
Hong Kong*	41 (27)	Manipulate sensory materials	Play imaginatively with toys	Play imaginatively with toys	Manipulate sensory materials
Indonesia* (Java)	25 (20)	Sing songs/rhymes Role-play daily life scenes	–	Manipulate sensory materials Role-play daily life scenes	–
Ireland	37 (29)	Manipulate sensory materials	Play imaginatively with toys	Play imaginatively with toys	Manipulate sensory materials
Italy	37 (32)	Manipulate sensory materials	Role-play daily life scenes	Manipulate sensory materials Play imaginatively with toys	–

Table 7.4 (cont.) Self-expression skills category: Subskills selected as "the most important" by teachers (T) and parents (P)

Country/ Territory	% Ranking Category #1, #2, #3 T (P)	Teacher Selections: Selected by Highest %	Teacher Selections: Selected by 2nd- Highest %	Parent Selections: Selected by Highest %	Parent Selections: Selected by 2nd- Highest %
Nigeria* (3 states)	34 (29)	Sing songs/rhymes	Create picture/design/object	Play imaginatively with toys	Manipulate sensory materials Sing songs/rhymes
Poland	37 (22)	Manipulate sensory materials Role-play daily life scenes	–	Manipulate sensory materials	Create picture/design/object
Romania*	24 (26)	Play imaginatively with toys	Manipulate sensory materials	Create picture/design/object	Manipulate sensory materials Play imaginatively with toys
Slovenia	47 ( )	Manipulate sensory materials Role-play daily life scenes	–	–	–
Spain (Cat.)	21 (29)	Manipulate sensory materials	Role-play daily life scenes	Role-play daily life scenes	Manipulate sensory materials
Thailand	55 (44)	Manipulate sensory materials	Sing songs/rhymes	Dance to music	Manipulate sensory materials
United States* (6 sites)	46 (35)	Play imaginatively with toys	Role-play daily life scenes	Role-play daily life scenes	Play imaginatively with toys

Note. Subskill data presented only when at least 20% of country's teachers/parents ranked this skill category among #1, #2, #3. China supplied no teacher/parent subskill data; Slovenia supplied no parent subskill data. Asterisk (*) indicates weighted data were used for analysis. When 2 subskills tied for "highest %" or for "2nd-highest %," both are listed in column where tie occurred.

selecting the same 3 subskills from the list of 8 possibilities:

- **To manipulate sensory materials (e.g., play dough, clay, sand, finger-paint)** (named by teachers in 9 of 14 countries, by parents in 10 of 12 countries)
- **To role-play daily life scenes with or without props** (named by teachers in 9 of 14 countries, by parents in 4 of 12 countries)
- **To play imaginatively with toys** (named by teachers in 6 of 14 countries, by parents in 8 of 12 countries)

It seems that teachers and parents generally define self-expression skills in terms of children's imaginative play rather than in terms of musical or other artistic pursuits. To them, this area of development means learning through tactile sensory exploration, role-play, and play with toys. In 5 countries (Indonesia, Nigeria, Poland, Romania, Thailand), however, there is some mention by teachers or parents of subskills related to singing, dancing, or creating pictures or designs.

MOTOR/PHYSICAL SKILLS

Of the 14 countries with teachers' subskill-selection data, 12 meet the at-least-20% criterion for inclusion in Table 7.5 (not included: Ireland at 16%, Nigeria at 19%). Of the 13 countries with parents' subskill-selection data, only 9 meet the criterion for inclusion.

The 9 subskills from which teachers and parents made their selections for this category are listed in the insert below:

Locomotor Skills	■ To run, skip, jump ■ To hop on one foot ■ To do a somersault
Movement With Objects	■ To throw, kick, hit, or catch a ball ■ To use a slide, swing, or climbing structure ■ To ride a bike or other riding toy ■ To play organized physical games (e.g., soccer, baseball, chasing games)
Body Balance	■ To balance on one leg ■ To exercise, do calisthenics, or follow a movement routine

Table 7.5 Motor/physical skills category: Subskills selected as "the most important" by teachers (T) and parents (P)

Country/ Territory	% Ranking Category #1, #2, #3 T (P)	Teacher Selections		Parent Selections	
		Selected by Highest %	Selected by 2nd- Highest %	Selected by Highest %	Selected by 2nd- Highest %
Belgium (Liège Pr., Brussels)	41 (26)	Do calisthenics routine	Run/skip/jump	Do calisthenics routine	Play organized physical game
China (PRC, 6 pr.)	—	—	—	—	—
Finland	30 (30)	Run/skip/jump	Slide/swing/climb	Run/skip/jump	Ride bike/riding toy
Greece (urban)	49 (20)	Run/skip/jump	Play organized physical game	Play organized physical game	Do calisthenics routine
Hong Kong*	23 (29)	Do calisthenics routine	Slide/swing/climb	Slide/swing/climb	Do calisthenics routine
Indonesia* (Java)	46 (21)	Do calisthenics routine	Slide/swing/climb	Do calisthenics routine	Play organized physical game
Ireland	16 (10)	—	—	—	—
Italy	68 (48)	Run/skip/jump	Throw/kick/catch	Run/skip/jump	Do calisthenics routine

Table 7.5 (cont.) Motor/physical skills category: Subskills selected as "the most important" by teachers (T) and parents (P)

Country/ Territory	% Ranking Category #1, #2, #3 T (P)	Teacher Selections: Selected by Highest %	Teacher Selections: Selected by 2nd - Highest %	Parent Selections: Selected by Highest %	Parent Selections: Selected by 2nd - Highest %
Nigeria* (3 states)	19 (42)	—	—	Throw/kick/catch	Run/skip/jump
Poland	54 (47)	Run/skip/jump	Play organized physical game	Run/skip/jump	Ride bike/riding toy
Romania*	30 (32)	Throw/kick/catch	Run/skip/jump	Do calisthenics routine	Throw/kick/catch
Slovenia	40 ( )	Run/skip/jump	Slide/swing/climb	—	—
Spain (Cat.)	33 (17)	Run/skip/jump	Slide/swing/climb	—	—
Thailand	49 (18)	Do calisthenics routine	Slide/swing/climb	—	—
United States* (6 sites)	20 (19)	Run/skip/jump	Do calisthenics routine Slide/swing/climb	—	—

Note. Subskill data presented only when at least 20% of country's teachers/parents ranked this skill category among #1, #2, #3. China supplied no teacher/parent subskill data; Slovenia supplied no parent subskill data. Asterisk (*) indicates weighted data were used for analysis. When 2 subskills tied for "highest %" or for "2nd-highest %," both are listed in column where tie occurred.

As Table 7.5 shows, subskill selection by both teachers and parents tends to be more diverse for the **motor/physical skills** category than for other skill categories reviewed to this point. However, more than half the choices in Table 7.5 involve these 3 subskills:

- **To run, skip, jump** (named by teachers in 9 of 12 countries, by parents in 4 of 9 countries)
- **To exercise, do calisthenics, or follow a movement routine** (named by teachers in 5 of 12 countries, by parents in 6 of 9 countries)
- **To use a slide, swing, or climbing structure** (named by teachers in 7 of 12 countries and named by parents in 1 of 9 countries)

Comparing the teacher and parent selections in each of the 8 countries for which Table 7.5 lists both groups' subskill selections, we find that Hong Kong's parents and teachers both define **motor/physical skills** with the same 2 subskills. In the other 7 countries, teachers and parents agree in their selection of 1 subskill as "a most important" one.

Preacademic Skills

As noted in Chapter 5, teachers and parents in some countries have almost opposite views about the importance of **preacademic skills** in young children's development. Thus this category is one for which teachers in only 8 of 14 countries meet the at-least-20% criterion for inclusion in this subskill-selection discussion; however, parents in 12 of 13 countries (Finland is the exception) meet the inclusion criterion. Thus, Table 7.6 reports on teachers in 8 countries and parents in 12 countries.

The 11 subskills from which teachers and parents made their selections for this category are listed in the insert at the top of the next page.

Object/ Attribute Recognition	■ To recognize shapes and colors ■ To build with or manipulate small objects (e.g., Legos, stringing beads, puzzles)
Symbol Recognition	■ To recognize numbers and letters/characters of the native language ■ To copy numbers and letters/characters of the native language ■ To recognize his/her first name
Counting	■ To count from 1 to 10
Attention to Task	■ To concentrate and focus his/her attention on a task or activity (e.g., to listen attentively to stories, to complete a worksheet)
Conceptual Understanding	■ To identify opposites ■ To understand concepts of size and quantity ■ To understand concepts of classification and seriation ■ To understand temporal and spatial relationships

As Table 7.6 indicates, these 5 of the 11 possible subskills were selected both by teachers and by parents:

- **To concentrate and focus his/her attention on a task or activity** (named by teachers in 4 of 8 countries, by parents in 9 of 12 countries)
- **To recognize numbers and letters/characters of the native language** (named by teachers in 3 of 8 countries, by parents in 5 of 12 countries)
- **To recognize shapes and colors** (named by teachers in 4 of 8 countries, by parents in 3 of 12 countries)
- **To build with or manipulate small objects** (named by teachers in 4 of 8 countries, by parents in 2 of 12 countries)
- **To count from 1 to 10** (named by teachers in 2 of 8 countries, by parents in 3 of 12 countries)

Overall, children's ability to attend to a task—to focus and concentrate—is recognized as an important preacademic skill by both teachers and parents, but especially by parents. While parent selec-

Table 7.6 Preacademic skills category: Subskills selected as "the most important" by teachers (T) and parents (P)

Country/ Territory	% Ranking Category #1, #2, #3 T (P)	Teacher Selections: Selected by Highest %	Teacher Selections: Selected by 2nd- Highest %	Parent Selections: Selected by Highest %	Parent Selections: Selected by 2nd- Highest %
Belgium (Liège Pr., Brussels)	3 (28)	—	—	Concentrate/focus attention	Recognize numbers/letters
China (PRC, 6 pr.)	—	—	—	—	—
Finland	3 (14)	—	—	—	—
Greece (urban)	10 (33)	—	—	Concentrate/focus attention	Manipulate small objects
Hong Kong*	21 (59)	Manipulate small objects Count 1–10	—	Count 1–10	Recognize numbers/letters
Indonesia* (Java)	31 (49)	Recognize shapes/colors	Recognize numbers/letters	Recognize numbers/letters	Count 1–10
Ireland	34 (43)	Concentrate/focus attention	Manipulate small objects	Concentrate/focus attention	Recognize shapes/colors
Italy	11 (28)	—	—	Concentrate/focus attention	Manipulate small objects

Table 7.6 (cont.) Preacademic skills category: Subskills selected as "the most important" by teachers (T) and parents (P)

Country/ Territory	% Ranking Category #1, #2, #3 T (P)	Teacher Selections: Selected by Highest %	Teacher Selections: Selected by 2nd- Highest %	Parent Selections: Selected by Highest %	Parent Selections: Selected by 2nd- Highest %
Nigeria* (3 states)	73 (75)	Recognize numbers/letters	Count 1–10	Count 1–10	Recognize shapes/colors
Poland	8 (21)	—	—	Concentrate/focus attention	Recognize shapes/colors
Romania*	35 (38)	Concentrate/focus attention	Recognize shapes/colors	Concentrate/focus attention	—
Slovenia	17 ( )	—	—	—	—
Spain (Cat.)	40 (55)	Concentrate/focus attention	Recognize shapes/colors Manipulate small objects	Concentrate/focus attention	Recognize numbers/letters
Thailand	43 (38)	Recognize shapes/colors	Manipulate small objects	Concentrate/focus attention	Recognize numbers/letters
United States* (6 sites)	20 (47)	Recognize numbers/letters	Concentrate/focus attention	Concentrate/focus attention	Recognize first name

Note. Subskill data presented only when at least 20% of country's teachers/parents ranked this skill category among #1, #2, #3. China supplied no teacher/parent subskill data; Slovenia supplied no parent subskill data. Asterisk (*) indicates weighted data were used for analysis. When 2 subskills tied for "highest %" or for "2nd-highest %," both are listed in column where tie occurred. No "2nd-highest %" selection reported for Romania's parents because of low response to this category's subskill question.

tions clearly favor the concentration and focus subskill, teacher selections in the various countries in Table 7.6 are almost equally divided among that subskill and 3 others—the ones involving shape or color recognition, building or manipulating, and number and letter recognition.

In general, if teachers or parents consider preacademic skills to be among the *most important,* they define this category in terms of attention to task and specific recognition skills rather than in terms of the subskills involved in "understanding cognitive concepts." Although the descriptions of conceptual subskills include several technical terms that may be unfamiliar to parents (e.g., *classification, seriation, temporal, and spatial*), these terms should be familiar to most of the teachers.

Social Skills With Adults

This skill category and the next one to be discussed (self-assessment skills) were rank-ordered among the *most important* by relatively small percentages of teachers and parents in most countries. However, there are 5 of 14 countries where the percentages of teachers considering this to be a *most important* category are large enough to meet the at-least-20% criterion (Finland, 25%; Indonesia, 24%; Ireland, 21%; Poland, 44%; Romania, 29%). By contrast, all 13 countries relevant to this chapter have large-enough parent percentages to meet the at-least-20% criterion. (Some countries report very pronounced teacher-parent differences; for example, in Greece, only 5% of teachers rank this category as *most important,* while 41% of parents do so.) Thus, Table 7.7 on pp. 149–150 presents the subskill selections for the teachers from 5 countries and for the parents from 13 countries.

The insert at the top of the next page gives the list of 9 subskills from which teachers and parents could make selections to define the *social skills with adults* category.

Initiation and Attention	■ To initiate interactions with adults ■ To listen carefully to adults
Politeness and Obedience	■ To be quiet when asked ■ To be polite ■ To follow directions ■ To be cooperative with adults
Honesty and Respect	■ To correct his/her mistake with an adult (e.g., to admit when he/she is wrong, to apologize, to help clean up his/her spill) ■ To be honest with adults ■ To treat adults respectfully

The only subskills selected by teachers in more than a single country were these:

- **To correct his/her mistake with an adult (e.g., to admit when he/she is wrong, to apologize, to help clean up his/her spill)** (named by teachers in 3 of 5 countries, by parents in 8 of 13 countries)
- **To be cooperative with adults** (named by teachers in 2 of 5 countries, by parents in 1 of 13 countries)
- **To be polite** (named by teachers in 2 of 5 countries, by parents in 6 of 13 countries)

The first and last of these teacher-selected subskillls are also frequent selections of parents. But parents also select with some frequency these two additional subskills:

- **To treat adults respectfully** (named by parents in 6 of 13 countries)
- **To be honest with adults** (named by parents in 4 of 13 countries)

Overall, teachers and parents tend to select defining subskills that have to do with children's politeness and obedience and with honesty and respect. The fact that we consider here only 5 countries'

Table 7.7 Social skills with adults category: Subskills selected as "the most important" by teachers (T) and parents (P)

		Teacher Selections		Parent Selections	
Country/ Territory	% Ranking Category #1, #2, #3 T (P)	Selected by Highest %	Selected by 2nd- Highest %	Selected by Highest %	Selected by 2nd- Highest %
Belgium (Liège Pr., Brussels)	10 (20)	–	–	Be honest	Treat respectfully
China (PRC, 6 pr.)	–	–	–	–	–
Finland	25 (28)	Follow directions	Be cooperative	Be cooperative	Correct mistake/admit wrong
Greece (urban)	5 (41)	–	–	Correct mistake/admit wrong	Be honest Treat respectfully
Hong Kong*	1 (20)	–	–	Be polite	Correct mistake/admit wrong
Indonesia* (Java)	24 (32)	Be polite	Correct mistake/admit wrong	Be polite	Treat respectfully
Ireland	21 (42)	Be cooperative	Initiate interactions Listen carefully	Correct mistake/admit wrong	Be honest
Italy	8 (26)	–	–	Be polite	Correct mistake/admit wrong

Table 7.7 (cont.) Social skills with adults category: Subskills selected as "the most important" by teachers (T) and parents (P)

Country/ Territory	% Ranking Category #1, #2, #3 T (P)	Teacher Selections: Selected by Highest %	Teacher Selections: Selected by 2nd- Highest %	Parent Selections: Selected by Highest %	Parent Selections: Selected by 2nd - Highest %
Nigeria* (3 states)	19 (25)	–	–	Listen carefully	Be polite
Poland	44 (40)	Correct mistake/admit wrong	Be honest	Correct mistake/admit wrong	Be honest
Romania*	29 (39)	Correct mistake/admit wrong	Be polite	Correct mistake/admit wrong	Be polite
Slovenia	2 ( )	–	–	–	–
Spain (Cat.)	15 (32)	–	–	Be polite	Treat respectfully
Thailand	11 (34)	–	–	Correct mistake/admit wrong	Listen carefully Treat respectfully
United States* (6 sites)	17 (31)	–	–	Treat respectfully	Follow directions

Note. Subskill data presented only when at least 20% of country's teachers/parents ranked this skill category among #1, #2, #3. China supplied no teacher/parent subskill data; Slovenia supplied no parent subskill data. Asterisk (*) indicates weighted data were used for analysis. When 2 subskills tied for "highest %" or for "2nd-highest %," both are listed in column where tie occurred.

teacher subskill selections but all 13 countries' parent subskill selections indicates that parents are more concerned than teachers about preschoolers' developing good relations with adults. Interestingly, both teachers and parents in both eastern European countries (Poland and Romania) value **social skills with adults** enough to be included in Table 7.7, and there is high agreement between teachers and parents in those countries on the selection of defining subskills. Perhaps developing respect for adults as character training plays a larger role in the education of young children in these countries than in other participating countries.

Self-Assessment Skills

Overall, this skill category has the least priority among both parents and teachers. As can be seen from Table 7.8, in only 7 of 14 countries do at least 20% of teachers regard **self-assessment** as a *most important* skill category. In 6 of these countries (Belgium, Finland, Greece, Ireland, Poland, and the United States), at least 20% of parents also rank the category as *most important;* in addition, parents in Indonesia and Spain meet the at-least-20% criterion. Thus Table 7.8 reports parent selections in a total of 8 countries.

The insert below gives the list of 7 subskills from which parents could make selections to define this category.

Self-awareness	■ To have his/her own ideas and opinions
	■ To be aware of his/her own emotions and to feel comfortable expressing them appropriately
	■ To be proud of his/her work
	■ To feel good about him/herself
Self-evaluation	■ To know which skills/activities he/she does well and which he/she could improve
	■ To learn to judge the appropriateness of his/her own behavior
Risk-taking	■ To dare to try new things

Table 7.8 Self-assessment skills category: Subskills selected as "the most important" by teachers (T) and parents (P)

Country / Territory	% Ranking Category #1, #2, #3 T (P)	Teacher Selections: Selected by Highest %	Teacher Selections: Selected by 2nd - Highest %	Parent Selections: Selected by Highest %	Parent Selections: Selected by 2nd - Highest %
Belgium (Liège Pr., Brussels)	41 (33)	Feel good about self	Have ideas/opinions	Feel good about self	Be aware of emotions
China (PRC, 6 pr.)	–	–	–	–	–
Finland	22 (27)	Feel good about self	Have ideas/opinions Dare to try new things	Feel good about self	Dare to try new things
Greece (urban)	22 (35)	Feel good about self	Dare to try new things	Have ideas/opinions	Feel good about self Dare to try new things
Hong Kong*	18 (12)	–	–	–	–
Indonesia* (Java)	14 (25)	–	–	Judge own behavior Be proud of own work	–
Ireland	32 (47)	Feel good about self	Be aware of emotions	Feel good about self	Be aware of emotions

Table 7.8 (cont.) Self-assessment skills category: Subskills selected as "the most important" by teachers (T) and parents (P)

		Teacher Selections		Parent Selections	
Country/ Territory	% Ranking Category #1, #2, #3 T (P)	Selected by Highest %	Selected by 2nd- Highest %	Selected by Highest %	Selected by 2nd- Highest %
Italy	13 (19)	–	–	–	–
Nigeria* (3 states)	20 (11)	Have ideas/opinions	Know own skills	–	–
Poland	20 (28)	Dare to try new things	Have ideas/opinions	Dare to try new things	Have ideas/opinions
Romania*	17 (11)	–	–	–	–
Slovenia	19 ( )	–	–	–	–
Spain (Cat.)	12 (30)	–	–	Feel good about self	Have ideas/opinions
Thailand	6 (14)	–	–	–	–
United States* (6 sites)	29 (35)	Feel good about self	Be aware of emotions	Feel good about self	Be aware of emotions

Note. Subskill data presented only when at least 20% of country's teachers/parents ranked this skill category among #1, #2, #3. China supplied no teacher/parent subskill data; Slovenia supplied no parent subskill data. Asterisk (*) indicates weighted data were used for analysis. When 2 subskills tied for "highest %" or for "2nd-highest %," both are listed in column where tie occurred.

There are 4 subskills that are frequent or somewhat frequent selections of both teachers and parents:

- **To feel good about him/herself** (named by teachers in 5 of 7 countries, by parents in 6 of 8 countries)
- **To have his/her own ideas and opinions** (named by teachers in 4 of 7 countries, by parents in 3 of 8 countries)
- **To dare to try new things** (named by teachers in 3 of 7 countries, by parents in 3 of 8 countries)
- **To be aware of his/her own emotions and to feel comfortable expressing them appropriately** (named by teachers in 2 of 7 countries, by parents in 3 of 8 countries)

Across the 6 countries with selections for both teachers and parents in Table 7.8, both groups seem to favor the subskills that have to do with children's self-awareness and willingness to to take risks, rather than those concerned with self-evaluation.

WHAT THE SUBSKILL-SELECTION SIMILARITIES IMPLY

This chapter has identified which subskills teachers and parents regard as most important within each of the 8 skill categories that they were asked to prioritize for young children. The subskill selections reported here reveal once again a good deal of teacher-parent similarity across countries. Evidently, in most countries of this study, the two groups "define" the major areas of child development in much the same way—a finding that should be of interest to policy-makers, curriculum developers, educational philosophers, and theorists.

❀

While these first three chapters reporting study findings have focused on teachers' and parents' separate opinions about the skill categories and their definitions, the next two chapters focus more on teachers and parents as educational partners. Chapters 8 and 9 report on the results when each group is asked to (1) predict the other's priorities for children and (2) explain how they see child-development responsibilities divided between parents and teachers.

Summary Statements

- Across the 14 participant-countries reporting relevant data, teachers similarly define the eight skill categories of the Expectations Questionnaire.
- Across the 13 participant-countries reporting relevant data, parents similarly define the eight skill categories of the Expectations Questionnaire.
- Teachers and parents across the 13 countries reporting relevant data for both groups generally named similar subskills as "the most important" in each skill category. Regarding two categories, however, there are some interesting differences.
- In selecting important subskills in the area of *language*, teachers favor ones concerned with social interaction, and parents favor ones concerned with obtaining information and correct usage.
- In selecting important subskills in the area of *self-sufficiency*, both teachers and parents select "to attend to his/her personal needs," but teachers also favor "to show persistence in a task or activity and to finish what he or she begins," whereas parents also favor "to recognize and avoid dangerous behaviors, objects, and products in the environment."

VIII

Teachers' and Parents' Predictions About Each Other's Priorities for Young Children

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In most of this study's participating countries, parents clearly have the major responsibility for the care and nurturing of their 4-year-old children. There is also, however, outside the family, extensive care or teaching of young children (Onibokun & Olmsted, 1994). The extrafamilial teachers and caregivers do not work alone but instead depend in varying degrees on the cooperation of parents. From Phase 1 of the IEA Preprimary Project we learned that the extent and kind of teacher-parent cooperation varies widely from country to country (Ojala & Opper, 1994). This chapter begins to examine possible explanations for this variation by determining how well teachers and parents understand each other as "educational partners." Specifically, this chapter answers question #4 posed at the end of the opening chapter: *Which areas of development do teachers think that parents consider to be most important, and vice versa? How accurate is each group in this prediction of the other's viewpoint?*

As explained in Chapter 3, p. 56, the section of the Expectations Questionnaire that relates to the above question requires the teacher (or the parent) to make a prediction about which of the eight skill categories parents (or teachers) consider to be among the *most important* (#1, #2, #3) for young children. Here, we present first the findings about teachers' predictions, then the findings about parents' predic-

tions. Finally, we analyze the accuracy of each group's predictions and draw some cross-national conclusions. The sum total of these findings should add a new level of understanding to our knowledge of teacher and parent expectations about young children's development.

TEACHERS' PREDICTIONS ABOUT PARENTS' PRIORITIES

Table 8.1 indicates, for each Phase 2 country, the skill categories that at least 50% of teachers predict to be parents' choices for ranks #1, #2, and #3. (A more complete set of the findings from which Table 8.1 data are drawn can be found in Appendix E, Table E.1, on p. 266.) Figure 8.1 represents the data of Table 8.1 graphically. In both Table 8.1 and Figure 8.1, there are 2 skill categories that stand out:

The category of **preacademic skills** is predicted to be a top priority of parents by high percentages of teachers in 12 of the 15 countries. Especially high percentages of teachers make this prediction in Belgium (90%), Hong Kong (100%), Italy (85%), and Spain (83%). By contrast, only 11% of Finland's teachers predict this category to be a *most important* choice of parents (Table E.1).

The category of **language skills** is predicted to be a top choice of parents by teachers in 9 of the 15 countries. Nigeria and Belgium have the highest percentages (79% and 76%, respectively) making this prediction.

In teachers' minds, there seems to be a strong connection between parents' rankings of **preacademic skills** and their rankings of **language skills**. There are 7 countries where teachers predict *both* categories to be of high priority to parents.

Looking at teachers' predictions about parents' rankings of the remaining 6 categories, we see a wider range of opinion across countries. Of the 6 categories, **self-sufficiency skills** and **social skills with peers** are the most frequently predicted; however, not one of these 6 categories shows as many as half of the 15 countries with large percentages of teachers predicting it to be a high parent priority. These 6 categories are presented briefly here:

Self-sufficiency skills: In 6 countries (Finland, Hong Kong, Indonesia, Italy, Slovenia, and Thailand), at least 50% of teachers predict that parents will rank this category among the *most important.*

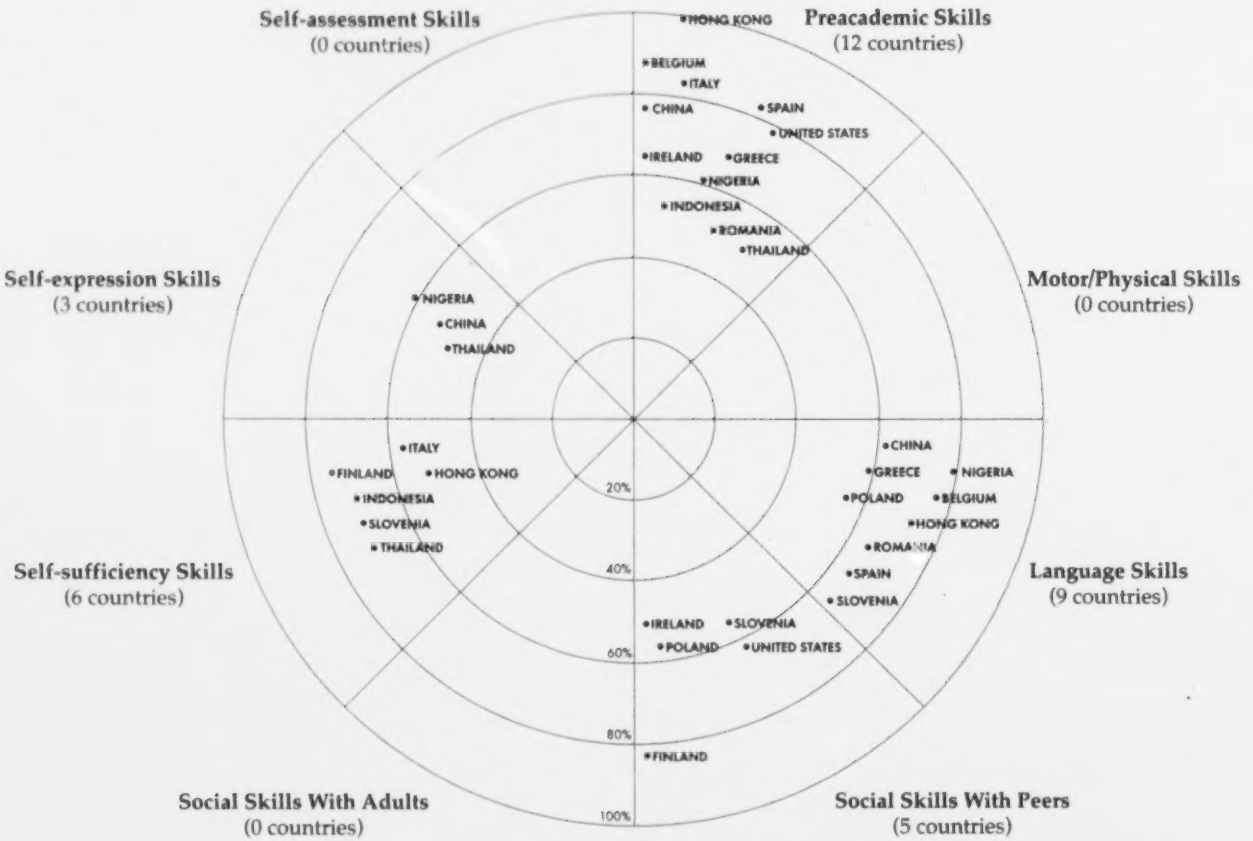
Table 8.1 Percentage of teachers (≥ 50%) predicting parents will rank a skill category among the most important (#1, #2, #3)

Country/ Territory	*N*	Skill Category							
		Language Skills	Motor/ Physical Skills	Pre-academic Skills	Self-assessment Skills	Self-expression Skills	Self-sufficiency Skills	Social Skills With Adults	Social Skills With Peers
Belgium (Liège Pr., Brussels)	55	76	-	90	-	-	-	-	-
China (PRC, 6 pr.)	407	61	-	77	-	56	-	-	-
Finland	155	-	-	-	-	-	75	-	82
Greece (urban)	71	57	-	68	-	-	-	-	-
Hong Kong*	51	70	-	100	-	-	53	-	-
Indonesia*[a] (Java)	121	-	-	54	-	-	71	-	-
Ireland	109	-	-	66	-	-	-	-	50
Italy	143	-	-	85	-	-	57	-	-
Nigeria*[b] (3 states)	45	79	-	61	-	61	-	-	-
Poland	124	54	-	-	-	-	-	-	55
Romania*	69	64	-	51	-	-	-	-	-
Slovenia	44	63	-	-	-	-	70	-	54
Spain (Cat.)	54	63	-	83	-	-	-	-	-
Thailand	53	-	-	51	-	51	70	-	-
United States* (6 sites)	132	-	-	79	-	-	-	-	62

Note. Asterisk (*) indicates that weighted data were used for analysis.

[a]Data collected from more than one teacher in each setting.

[b]Data from only 2 of 3 Nigerian states.



Note: For Hong Kong, Indonesia, Nigeria, Romania, and the United States, weighted data were used for analysis.

Figure 8.1 Percentage of teachers (≥50%) predicting parents will rank a skill category among the most important (#1, #2, #3)

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Social skills with peers: In 5 countries (Finland, Ireland, Poland, Slovenia, and the United States) at least 50% of teachers predict that parents will name this skill category as *most important.* Finland has the highest percentage (82%) of teachers making this prediction.

Self-expression skills: Only 3 countries (China, Nigeria, and Thailand) have at least 50% of teachers predicting that parents will rank this category among the *most important.*

Motor/physical skills, self-assessment skills, social skills with adults: There is *no* country where a majority of teachers predict any of these categories to be a high priority of parents

To sum up the teachers' predictions, it appears that teachers in most countries believe that parents place high value on **preacademic skills** and **language skills.** Not one of the other 6 skill categories is predicted to be a parent priority by teachers in a majority of countries, although **self-sufficiency skills** and **social skills with peers** are 2 other categories predicted with moderate frequency. Finland is the only country whose teachers predict neither **preacademic skills** nor **language skills** to be parent priorities; Finnish teachers instead perceive parents as valuing **self-sufficiency skills** and **social skills with peers.**

PARENTS' PREDICTIONS ABOUT TEACHERS' PRIORITIES

For 13 of the Phase 2 countries, Table 8.2 on the next page indicates the skill categories that at least 50% of parents predict to be teachers' choices for ranks #1, #2, and #3. (The table shows no data for Slovenia because that country did not administer the Expectations Questionnaire to parents and no data for Spain because the parent response rate was too low. A more complete set of the findings from which Table 8.2 is drawn can be found in Table E.2 on p. 267.) Figure 8.2 represents the data of Table 8.2 graphically.

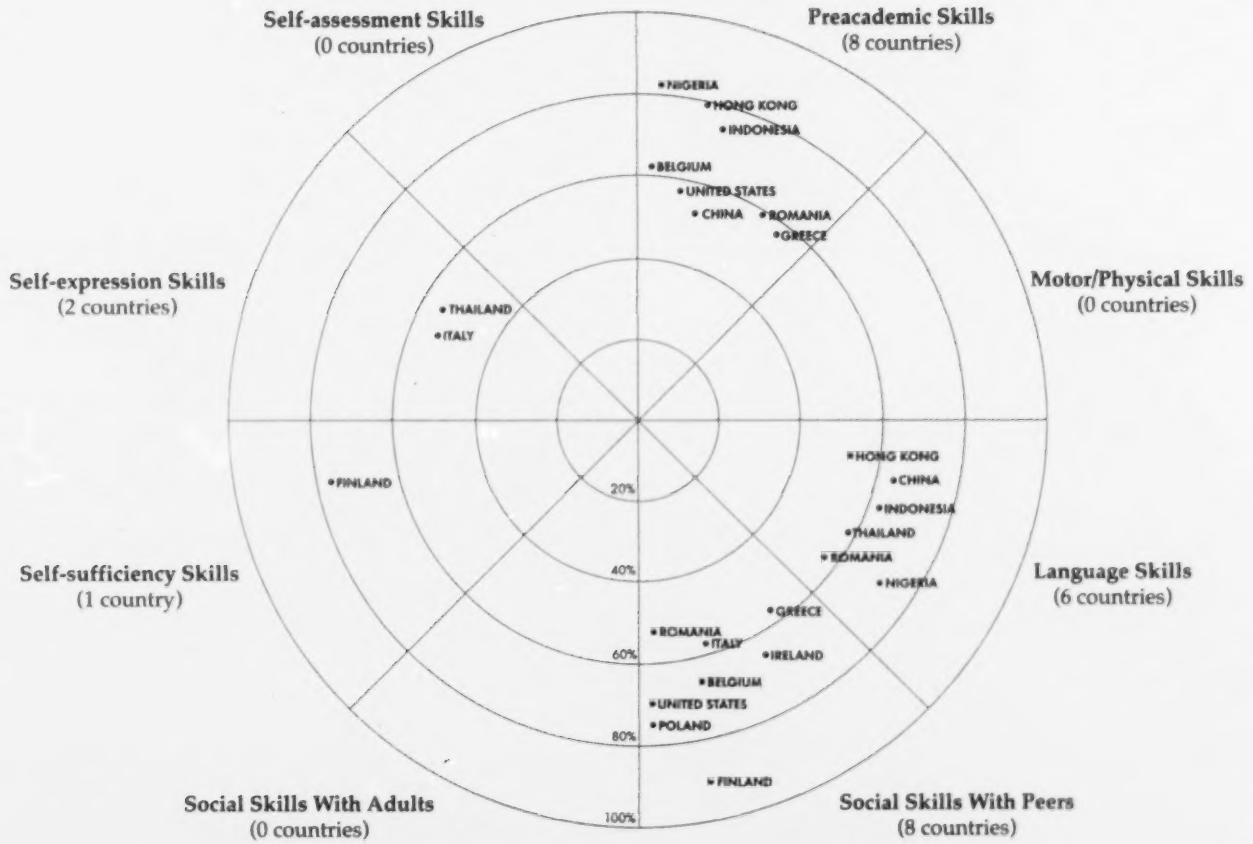
Table 8.2 and Figure 8.2 present parents' predictions. Just as in the teachers' predictions, 2 skill categories stand above the rest, but a 3rd category is nearly as frequent a prediction of parents.

The category of **preacademic skills** is predicted to be a teacher priority by at least 50% of parents in 8 of the 13 countries. The 3 countries with the highest percentages of parents making this prediction are Nigeria (84%), Hong Kong (80%), and Indonesia (76%); in

Table 8.2 Percentage of parents (≥ 50%) predicting teachers will rank a skill category among the most important (#1, #2, #3)

Country/ Territory	*N*	Skill Category							
		Language Skills	Motor/ Physical Skills	Pre-academic Skills	Self-assessment Skills	Self-expression Skills	Self-sufficiency Skills	Social Skills With Adults	Social Skills With Peers
Belgium (Liège Pr., Brussels)	165	-	-	63	-	-	-	-	65
China (PRC, 6 pr.)	876	62	-	54	-	-	-	-	-
Finland[a]	201	-	-	-	-	-	78	-	88
Greece (urban)	157	-	-	58	-	-	-	-	55
Hong Kong*	198	51	-	80	-	-	-	-	-
Indonesia* (Java)	251	61	-	76	-	-	-	-	-
Ireland	396	-	-	-	-	-	-	-	64
Italy	500	-	-	-	-	56	-	-	57
Nigeria*[a,b] (3 states)	148	70	-	84	-	-	-	-	-
Poland	496	-	-	-	-	-	-	-	74
Romania*	276	54	-	60	-	-	-	-	51
Slovenia	143	-	-	-	-	-	-	-	-
Spain (Cat.)	215	-	-	-	-	-	-	-	-
Thailand	212	57	-	-	-	58	-	-	-
United States*[a] (6 sites)	480	-	-	58	-	-	-	-	65

Note. Asterisk (*) indicates that weighted data were used for analysis. Slovenia supplied no parent prediction data. Spain's parent response rate was too low for inclusion in table. [a]Sample includes only those parents whose child attends an out-of-home setting. [b]Data from only 2 of the 3 Nigerian states.



Note: For Hong Kong, Indonesia, Nigeria, Romania, and the United States, weighted data were used for analysis.

Figure 8.2 Percentage of Parents (≥50%) predicting teachers will rank a skill category among the most important (#1, #2, #3)

the other 5 countries with this prediction (Belgium, China, Greece, Romania, and the U.S.), the Table 8.2 percentages range from 54% to 63%. As was the case with teachers' predictions, Finland is the one country where a very low percentage of parents (only 7%) predict that teachers will rank this category among the *most important* (Table E.2).

Social skills with peers is the other category that stands out in the parents' predictions. In 8 of the 13 countries, at least 50% of parents predict this category to be a teacher priority. The percentages of parents making this prediction are especially high in Finland (88%) and in Poland (74%); in the other 6 countries with this prediction (Belgium, Greece, Ireland, Italy, Romania, and the United States), the Table 8.2 percentages range from 51% to 65%.

A third category from Table 8.2 and Figure 8.2 that is worth special mention is **language skills.** Almost half (6) of the 13 countries show at least 50% of parents predicting this category to be a teacher priority. Nigeria has the highest percentage of parents (70%) making this prediction; in the other 5 countries, the Table 8.2 percentages range from 51% to 62%.

Table 8.2 and Figure 8.2 show parent-majority predictions for only 2 other categories: **Self-sufficiency skills** is a category that 78% of Finnish parents predict to be a teacher priority, and **self-expression skills** is a category that 56% of Italian parents and 58% of Thai parents predict to be a teacher priority.

In summary, parents' predictions about teachers' ranking of *most important* categories concentrate on **preacademic skills**, on **social skills with peers**, and, to a somewhat lesser extent, on **language skills.** They consider the remaining 5 skill categories to hold lower priority for teachers.

The Accuracy of Each Group's Predictions

Having seen how teachers and parents in the various Phase 2 countries each predict the priorities of their educational partners, we can now raise some important questions: In each country, how accurate are teachers as predictors, that is, how do their predictions compare with the skill categories that parents actually select as *most important?* Similarly, how accurate are parents as predictors of teachers'

priorities? Which group, teachers or parents, better understands the priorities of the other?

Teachers' Accuracy as Predictors About Parents

Project staff calculated the Spearman coefficients shown in the first column of Table 8.3 to determine the degree of correlation between teachers' predictions and parents' actual selections. (The Spearman analysis compares rank-orderings based on the teacher-prediction percentages in Table E.1 and the parent-selection percentages in Table 5.6 on p. 97.) In 8 of the 14 countries analyzed, statistically significant correlations ($p < .05$) were found (in China, Finland, Hong

Table 8.3 Spearman correlations between teachers' predictions and parents' actual priorities and between parents' predictions and teachers' actual priorities

	Correlation Coefficient	
Country/Territory	Teachers' Predictions and Parents' Priorities	Parents' Predictions and Teachers' Priorities
Belgium (Liège Pr., Brussels)	.43	.07
China (PRC, 6 pr.)	.83+	.36
Finland	.85+	.80+
Greece (urban)	.43	.17
Hong Kong*	.81+	.55
Indonesia* (Java)	.81+	.55
Ireland	.52	.57
Italy	.23	.29
Nigeria* (3 states)	.47	.71+
Poland	.62	.78+
Romania*	.76+	.62
Slovenia	—	—
Spain (Cat.)	.76+	—
Thailand	.86+	.36
United States* (6 sites)	.76+	.58

Note. Asterisk (*) indicates that weighted data were used for analysis. The symbol + indicates $p < .05$. Slovenia supplied no parent prediction or rank-order data. Spain's parental response rate was too low for inclusion in table.

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Kong, Indonesia, Romania, Spain, Thailand, and the United States). This indicates that *teachers in a majority of countries show a high or reasonably high degree of accuracy in their predictions about parents' priorities.*

In the remaining 6 of the 14 countries (Belgium, Greece, Ireland, Italy, Nigeria, and Poland), the table's nonsignificant Spearman correlations indicate that teachers are less accurate in predicting parents' priorities. The largest discrepancy between teachers' predictions and parents' priorities is found in Italy, where the Spearman coefficient is only .23.

Another way to examine the teachers' prediction accuracy is to look, in each country, at the specific skill categories that they predict parents will select as *most important* and to compare these with the categories that parents actually do select. Based on each country's three highest percentages in Tables E.1 and 5.6, these comparison data are presented in Table 8.4.

In Table 8.4, if a country's teachers predict a category to be a parent priority, the letter "T" appears; if that country's parents actually select the category as a priority, the letter "P" appears; so if in a given country a teacher prediction and a parent selection agree, "T,P" appears for that category. Using this scheme, it is possible to point out different aspects of the relationship between teacher predictions and parent selections. For example, of the 14 places where "T" occurs alone in the table, the largest number (6) are found under **preacademic skills**. This indicates that in 6 countries, teachers predict that parents will name this skill category among the *most important,* but the parents do not do so. Of the 15 places where "P" occurs alone in the table, most are found under 3 skill categories: **motor/physical skills** (4 occurrences), **self-sufficiency skills** (3 occurrences), and **social skills with peers** (5 occurrences). This would seem to indicate that teachers in several countries underestimate the importance that parents give to these categories.

The greatest number of discrepancies between prediction and actual selection occurs for **preacademic skills**; in 12 of the 14 countries, teachers predict that parents will include **preacademic skills** among the *most important,* but parents actually do so in only 6 countries.

Table 8.4 Skill categories teachers predicted parents would rank #1, #2, #3 (T) and categories parents actually ranked #1, #2, #3 (P)

Country/ Territory	Skill Categories							
	Language Skills	Motor/ Physical Skills	Pre-academic Skills	Self-assessment Skills	Self-expression Skills	Self-sufficiency Skills	Social Skills With Adults	Social Skills With Peers
Belgium (Liège Pr., Brussels)	T,P	-	T	-	-	P	-	T,P
China (PRC, 6 pr.)	T,P	-	T,P	-	T	P	-	-
Finland	T,P	P	-	-	-	T,P	-	T,P
Greece (urban)	T	-	T	-	-	T,P	P	P
Hong Kong*	T,P	-	T,P	-	-	T,P	-	-
Indonesia* (Java)	T,P	-	T	-	-	T,P	-	P
Ireland	T	-	T,P	P	-	T	-	T,P
Italy	T	P	T	-	-	T,P	-	P
Nigeria* (3 states)	T,P	P	T,P	-	T	-	-	-
Poland	T,P	P	-	-	-	-	T	T,P
Romania*	T,P	-	T	-	-	T,P	-	P
Slovenia	-	-	-	-	-	-	-	-
Spain (Cat.)	T,P	-	T,P	-	-	T	-	P
Thailand	P	-	T	-	T,P	T,P	-	-
United States* (6 sites)	T,P	-	T,P	-	-	P	-	T,P

Note: Asterisk (*) indicates that weighted data were used for analysis. Slovenia supplied no parent rank-order data.

As can be seen from Table 8.4, in most countries, teachers correctly predict at least two of parents' priorities. In 3 countries (Finland, Hong Kong, and the United States), every category teachers predict to be a parent priority is indeed selected by parents. Only in Greece and Italy do we find just a single teacher prediction agreeing with an actual parent selection. These findings support our conclusion that across the 14 countries, teachers have a fairly good understanding of parents' priorities for children.

Parents' Accuracy as Predictors About Teachers

Having seen that teachers in 8 of 14 countries make highly or at least reasonably accurate predictions about parents' priorities, our next step is to examine the accuracy of parents' predictions about teachers.

The second column in Table 8.3 (p. 165) presents Spearman correlation coefficients indicating that parents make reasonably accurate predictions of teachers' priorities in only 3 of 13 countries—Finland, Nigeria, and Poland ($p < .05$). (The Spearman analysis compares rank-orderings that are based on the parent-prediction percentages in Table E.2 and the teacher-selection percentages in Table 5.2 on p. 83.) The nonsignificant correlations for the remaining 10 countries indicate that parents are less accurate predictors in these countries. The largest discrepancies between parent predictions and teacher selections are found in Belgium (.07), Greece (.17),and Italy (.29). These Spearman findings lead to the conclusion that across the 13 countries, *parents have limited or poor understanding of teachers' priorities for their young children.*

As we did with teachers' prediction accuracy, we can examine parents' prediction accuracy in a second way. Table 8.5 provides an opportunity to compare the specific skill categories that parents predict teachers will select as *most important* (marked "P") with the categories that teachers actually do select (marked "T"). (Data in this table are based on each country's three highest percentages in Tables E.2 and 5.2.) A category marked "P, T" is one that parents correctly predict to be a teacher priority.

Of the 20 places where "P" appears alone in Table 8.5 (indicating an incorrect parent prediction), the largest number (10) are found under the category **preacademic skills**. This suggests that parents in

Table 8.5 Skill categories parents predicted teachers would rank #1, #2, #3 (P) and categories teachers actually ranked #1, #2, #3 (T)

Country / Territory	Skill Categories							
	Language Skills	Motor/ Physical Skills	Pre-academic Skills	Self-assessment Skills	Self-expression Skills	Self-sufficiency Skills	Social Skills With Adults	Social Skills With Peers
Belgium (Liège Pr., Brussels)	T	-	P	-	P	T	-	P,T
China (PRC, 6 pr.)	P,T	-	P	-	P	T	-	T
Finland	T	-	-	-	P	P,T	-	P,T
Greece (urban)	P	T	P	-	-	T	-	P,T
Hong Kong*	P,T	-	P	-	-	T	-	P,T
Indonesia* (Java)	P	T	P	-	-	T	-	P,T
Ireland	T	-	P	-	P	T	-	P,T
Italy	T	T	P	-	P	-	-	P,T
Nigeria* (3 states)	P,T	-	P,T	-	P	-	-	T
Poland	P	P,T	-	-	-	-	T	P,T
Romania*	P,T	-	P	-	-	T	-	P,T
Slovenia	-	-	-	-	-	-	-	-
Spain (Cat.)	-	-	-	-	-	-	-	-
Thailand	P	T	P	-	P,T	T	-	-
United States* (6 sites)	P,T	-	P	-	-	T	-	P,T

Note. Asterisk (*) indicates that weighted data were used for analysis. Slovenia supplied no parent prediction data. Spain's parent response rate was too low for inclusion in table.

10 of the 13 countries overestimate the importance this category holds for teachers. The remaining incorrect parent predictions are found under **language skills** (4) and **self-expression skills** (6).

Of the 20 places where "T" appears alone (indicating a teacher priority that parents fail to predict), 9 are found under **self-sufficiency skills**. This suggests that most parents underestimate the importance teachers place on this category. Also, 2 other categories—**language skills** and **motor/physical skills**—are teacher priorities that are underestimated by parents in 4 countries.

The overall pattern of Table 8.5 is this: No country's parents are completely accurate, that is, able to predict all three categories teachers will rank among the *most important.* Parents make exactly two correct predictions about teachers' *most important* categories in fewer than half of the 13 countries. This pattern seems to support our earlier conclusion that parents show "poor or limited understanding of teachers' priorities for their young children."

A Comparison of Teachers and Parents as Predictors

To summarize, teachers seem to be the more accurate predictors of the priorities of their educational partners. They generally understand what parents consider important for their children. This may in part be a result of teachers' professional experience with putting themselves in the shoes of others—a skill that is demanded by the very nature of the teaching role. However, both groups—teachers and parents—make most of their inaccurate predictions concerning one particular category—**preacademic skills**. Teachers in 6 countries mistakenly think this area of child development is a parent priority, while parents in 10 countries mistakenly think it is a teacher priority. At the same time, parents seem to lack understanding of how important teachers consider **self-sufficiency skills** for children; parents in 9 countries fail to identify this high priority of their children's teachers.

Some Questions and Conclusions

Looking again at Figures 8.1 and 8.2 on pp. 160 and 163, we can see that teacher predictions, and also parent predictions, seem to cluster

around certain categories, whereas other categories are included in neither teacher nor parent predictions (**self-assessment skills**, **motor/physical skills**, and **social skills with adults**). As pointed out earlier, teachers' predictions seem to focus strongly on 2 categories, with 2 other categories also included in a moderate number of their predictions. Parents' predictions, on the other hand, focus on and are fairly evenly spread over 3 categories. We next explore the reasons for the clustering of each groups' predictions.

WHAT MIGHT EXPLAIN TEACHER PREDICTIONS?

To find an explanation for the clustering of teachers' predictions around **preacademic skills** and **language skills**, perhaps we need to look at the public emphasis that these areas of development are receiving today. In many countries, various documents issued by education ministries or departments contain increasing mention of developing cognitive skills in early childhood, and this is often brought to the attention of parents by the popular press. Teachers, therefore, could be assuming that parents' priorities have been influenced by this public awareness. This common thread—teachers believing that parents support development of their young children's cognitive abilities, specifically **preacademic** and **language skills**—runs throughout a large variety of Phase 2 countries, including, for example, Belgium, China, Greece, Hong Kong, Nigeria, Romania, Spain, and the United States. It thus crosses cultural and ethnic boundaries.

The countries whose teachers do not simply follow (or do not follow at all) the common thread in their predictions present some interesting findings to explore. Three examples are the following:

- Finland has large percentages of teachers predicting that **social skills with peers** and **self-sufficiency skills** are priorities of parents. Teachers are accurate in both of these predictions.
- Thailand has large percentages of teachers predicting that **self-sufficiency skills** and **self-expression skills** are priorities of parents. The former prediction is not accurate, but the latter one is.

- Teachers in China and Nigeria seem to agree with Thailand's teachers in their prediction about **self-expression skills** being a parent priority. This prediction is not accurate for China's parents, but it is accurate for Nigeria's parents.

What Might Explain Parent Predictions?

The fact that parent predictions focus primarily on a few categories—on **preacademic skills, social skills with peers,** and **language skills**—suggests that parents do not randomly select the categories for their predictions. Since parents do not undergo any common training, as teachers in many countries do, what then could account for the clustering of parents' predictions? What information are they using to form opinions about teachers' priorities?

The same "public awareness" argument (the one just posed concerning teachers' predictions) might be the reason for parent predictions that teachers will give the cognitive areas high priority. An alternative hypothesis is that parents predict teachers' priorities based on their *own* priorities. To explore this idea, project staff calculated the Spearman correlations between parents' predictions and parents' own selections of *most important* skill categories. Table 8.6 presents the correlation coefficients. Note that in 7 of the 13 countries, there is a significant correlation between parents' predictions and parents' own priorities. These findings lend some credence to our alternative hypothesis. (A similar Spearman analysis to see if teachers used *their* own priorities as a basis for predictions about parents revealed only 3 of 14 correlations to be significant.)

What Do the Accuracy Findings Tell Us?

Having hypothesized about the bases for teacher predictions and parent predictions, and having compared the two groups' predictions for accuracy, we can now summarize by organizing the countries into groups as shown in Figure 8.3 on p. 174. The pie chart, which is based on the correlation coefficients in Table 8.3, shows groups in which (1) both teachers and parents are accurate predictors, (2) only parents are accurate predictors, (3) neither teachers nor parents are accurate predictors, and (4) only teachers are accurate predictors.

Table 8.6 Spearman correlations between parents' predictions about teachers' priorities and parents' own priorities (#1, #2, #3 selections)

Country/Territory	Correlation	Country/Territory	Correlation
Belgium (Liège Pr., Brussels)	.37	Nigeria* (3 states)	.93+
China (PRC, 6 pr.)	.81+	Poland	.71+
Finland	.68	Romania*	.38
Greece (urban)	.38	Slovenia	—
Hong Kong*	.90+	Spain (Cat.)	—
Indonesia* (Java)	.74+	Thailand	.76+
Ireland	.40	United States* (6 sites)	.85+
Italy	.59		

Note. Asterisk (*) indicates that weighted data were used for analysis. The symbol + indicates that $p < .05$. Slovenia supplied no parent data. Spain's parental response rate was too low for inclusion in the table.

Clearly, the countries where teachers are accurate (Finland plus China, Hong Kong, Indonesia, Romania, Thailand, and the United States) make up over half of the 13 countries in the pie chart, whereas the countries where parents are accurate (Finland, plus Nigeria and Poland) make up not quite one fourth of the pie chart. Only a small fraction of the chart represents the single country where *both* teachers and parents are accurate predictors (Finland). This suggests a widespread need for better understanding on the part of parents, in particular, but also on the part of teachers. Early childhood practitioners, administrators, and policymakers must work to find ways to promote a two-way exchange of information.

❀

This chapter revealed how well teachers and parents understand each other's priorities for children. The next chapter will look at another facet of the teacher-parent educational partnership—how each group sees the division of responsibility for children's development.

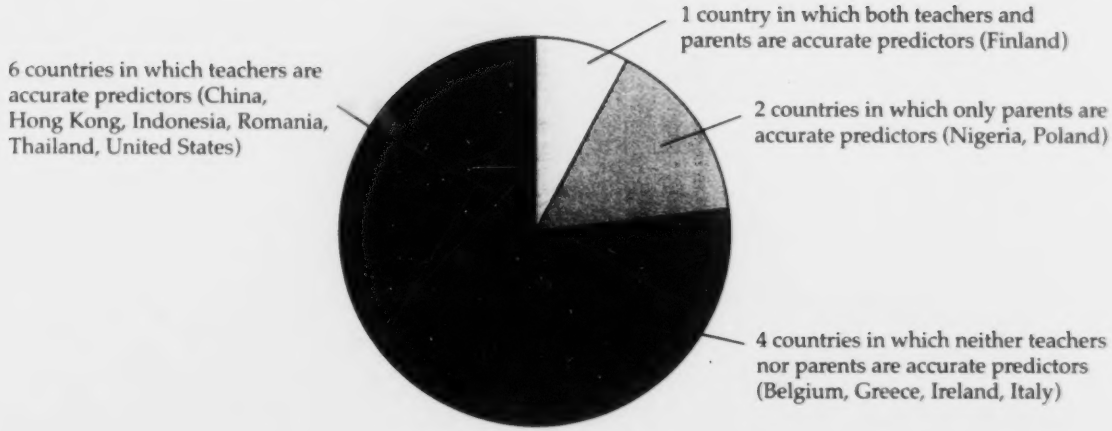
1 country in which both teachers and parents are accurate predictors (Finland)
2 countries in which only parents are accurate predictors (Nigeria, Poland)
6 countries in which teachers are accurate predictors (China, Hong Kong, Indonesia, Romania, Thailand, United States)
4 countries in which neither teachers nor parents are accurate predictors (Belgium, Greece, Ireland, Italy)

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Figure 8.3 Accuracy of teachers' and parents' predictions about each other's priorities

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Summary Statements

- In general, teachers in most of the 15 Phase 2 countries predict that parents will name **preacademic skills** (12 countries) and **language skills** (9 countries) among their three *most important* categories. Two other categories—**self-sufficiency skills** and **social skills with peers**—are predicted moderately frequently as parent priorities.
- Across 13 of the Phase 2 countries, three categories—**preacademic skills, social skills with peers,** and **language skills**—are parents' most frequent predictions of teacher priorities.
- In 8 of 14 countries, teachers make highly or reasonably accurate predictions about parents' priorities.
- In most of 13 countries, parents' predictions show limited or poor understanding of teachers' priorities.
- There is evidence to suggest that parents may reflect their own priorities in making predictions about teachers' priorities.

IX

Teachers' and Parents' Assignments of Responsibilities for Young Children's Care and Education

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Earlier chapters have compared and contrasted some of teachers' and parents' views about the education and care of young children. For example, Chapter 5 presented data indicating that teachers and parents have somewhat different ways of prioritizing eight skill categories corresponding to the major areas of child development. Chapter 8 then assessed and compared teachers' and parents' understanding of (ability to predict) each other's priorities. But these are not the only issues inviting investigation and comparison. This chapter goes one step further, reporting on teachers' and parents' views about who—whether teachers or parents or both—should take responsibility for each of the areas of child development.

The findings reported here answer question #5 posed at the end of the opening chapter; this question has three parts: *In the opinion of teachers, which areas of child development are teachers reponsible for and which of them are parents responsible for? What are parents' views about how responsibilities should be assigned? Do parents and teachers agree in the way that they assign responsibilities?*

As explained in Chapter 3, the section of the Expectations Questionnaire that relates to this multipart question requires the teacher (or the parent) to consider the questionnaire's eight broad skill categories and decide, in terms of teaching the child, which

three of them are important **teacher/caregiver responsibilities** and which three of them are important **parent/guardian responsibilities**. In listing the three categories for each group, the respondent designates the "most," "second most," and "third most important" in terms of responsibility. The wording of the question does not preclude assigning a given skill category to both groups if both the parent and the teacher are seen as responsible for that area of development.

We first present each group's views of their own responsibilities—looking at teacher views, then parent views. Next we present each group's views about the other group's responsibilities. Finally, we examine the agreement between teacher and parent views and discuss some possible explanations for certain similarities and differences across groups and across countries. (*Note:* The teacher data reported in this chapter are from 15 countries, whereas the parent data are from only 13 countries. This is because Slovenia did not administer the Expectations Questionnaire to parents, and Spain had a parent response rate that was too low for inclusion.)

TEACHERS' VIEWS ABOUT THEIR OWN RESPONSIBILITIES

Table 9.1 indicates the skill categories that the majority (at least 50%) of teachers in each country see as their own most important responsibilities. (Table F.1 on p. 270, Appendix F, presents the more complete set of findings from which the percentages in Table 9.1 are drawn.) Figure 9.1 presents Table 9.1 data graphically.

In 11 of the 15 countries, at least 50% of teachers select development of children's **language skills** as an important teacher-responsibility. Moreover, in China, Romania, Slovenia, and Spain, it is closer to three fourths of all teachers (74%–81%) who consider themselves responsible for this area of development. Only in Belgium, Finland, Indonesia, and Thailand do fewer than half (31%–41%) of teachers consider developing children's **language skills** to be an important teacher-responsibility.

Another obvious similarity across countries is that in 11 of the 15 countries, at least 50% of teachers select developing children's **social skills with peers** as an important teacher-responsibility. Of all the countries, only Finland has more than three fourths (79%) of teachers who consider themselves responsible for children's **social skills with**

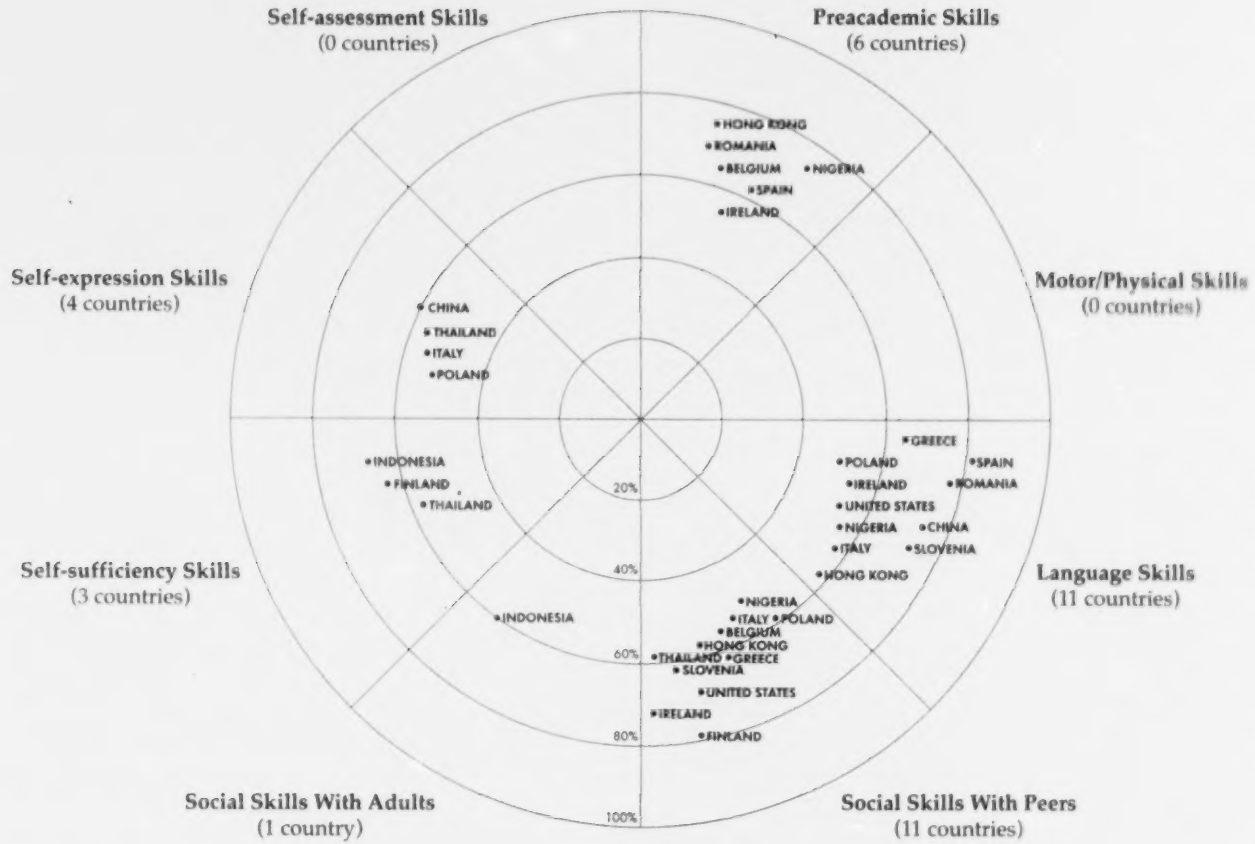
Table 9.1 Percentage of teachers (≥ 50%) naming skill category among the three most important responsibilities of teachers

Country/ Territory	*N*	Skill category							
		Language Skills	Motor/ Physical Skills	Preacademic Skills	Self-assessment Skills	Self-expression Skills	Self-sufficiency Skills	Social Skills With Adults	Social Skills With Peers
Belgium (Liège Pr., Brussels)	55	–	–	66	–	–	–	–	55
China (PRC, 6 pr.)	407	75	–	–	–	60	–	–	–
Finland	155	–	–	–	–	–	64	–	79
Greece (urban)	71	65	–	–	–	–	–	–	61
Hong Kong*	51	59	–	76	–	–	–	–	56
Indonesia*[a] (Java)	121	–	–	–	–	–	68	60	–
Ireland	109	51	–	54	–	–	–	–	71
Italy	143	58	–	–	–	56	–	–	54
Nigeria*[b] (3 states)	45	56	–	76	–	–	–	–	50
Poland	124	50	–	–	–	53	–	–	59
Romania*	69	77	–	68	–	–	–	–	–
Slovenia	44	74	–	–	–	–	–	–	61
Spain (Cat.)	54	81	–	63	–	–	–	–	–
Thailand	53	–	–	–	–	57	57	–	57
United States* (6 sites)	132	53	–	–	–	–	–	–	68

Note. Asterisk (*) indicates that weighted data were used for analysis.

[a]Data collected from more than one teacher in each setting.

[b]Data from only 2 of 3 Nigerian states.



Note: For Hong Kong, Indonesia, Nigeria, Romania, and the United States, weighted data were used for analysis.

Figure 9.1 Percentage of teachers (≥50%) naming skill category among the three most important responsibilities of teachers

peers. Four countries (China, Indonesia, Romania, and Spain) report that fewer than half (29%–49%) of teachers consider this area as their own important responsibility.

Each of the remaining skill categories has teachers in fewer than half of the 15 countries naming it as an area of teacher responsibility. For example, **preacademic skills** is a category named by a majority of teachers in 6 of the 15 countries. Two countries where more than three fourths of teachers name this area are Hong Kong and Nigeria (both 76%). As Table F.1 indicates, only very small percentages of teachers in Finland (17%) and Indonesia (23%) consider developing children's **preacademic skills** as an important teacher-responsibility.

Looking at **self-sufficiency skills** in Table 9.1 and Figure 9.1, we see only 3 of the 15 countries (Finland, Indonesia, and Thailand) with a majority of teachers designating this area as an important teacher-responsibility. The percentage drops to 15% and 17% of teachers in Poland and Romania, respectively.

A majority of teachers (53%–60%) in 4 of the 15 countries (China, Italy, Poland, and Thailand) name developing children's **self-expression skills** as an important teacher-responsibility.

Social skills with adults shows a majority of teachers in only 1 country (Indonesia, 60%) considering it to be an area of responsibility for themselves. Four countries, in fact, have very small percentages of teachers naming this area as their responsibility (Belgium, 5%; Hong Kong, 1%; Nigeria, 5%; and Slovenia, 5%).

Two categories—**motor/physical skills** and **self-assessment skills**—show no countries with a majority of teachers naming them as important areas of teacher responsibility. A look at Table F.1 reveals that percentages for the former range from 9% to 49% and that percentages for the latter range from 9% to 37%.

Parents' Views About Their Own Responsibilities

Turning now to parents' assignment of their own responsibilities, we use Table 9.2 data (derived from Table F.2 data, p. 271) and the graphic version of this data in Figure 9.2.

The table and figure (on pp. 182 and 183) clearly show that a majority of parents in 10 of 13 countries consider developing children's self-sufficiency skills to be an important parental responsibility. In

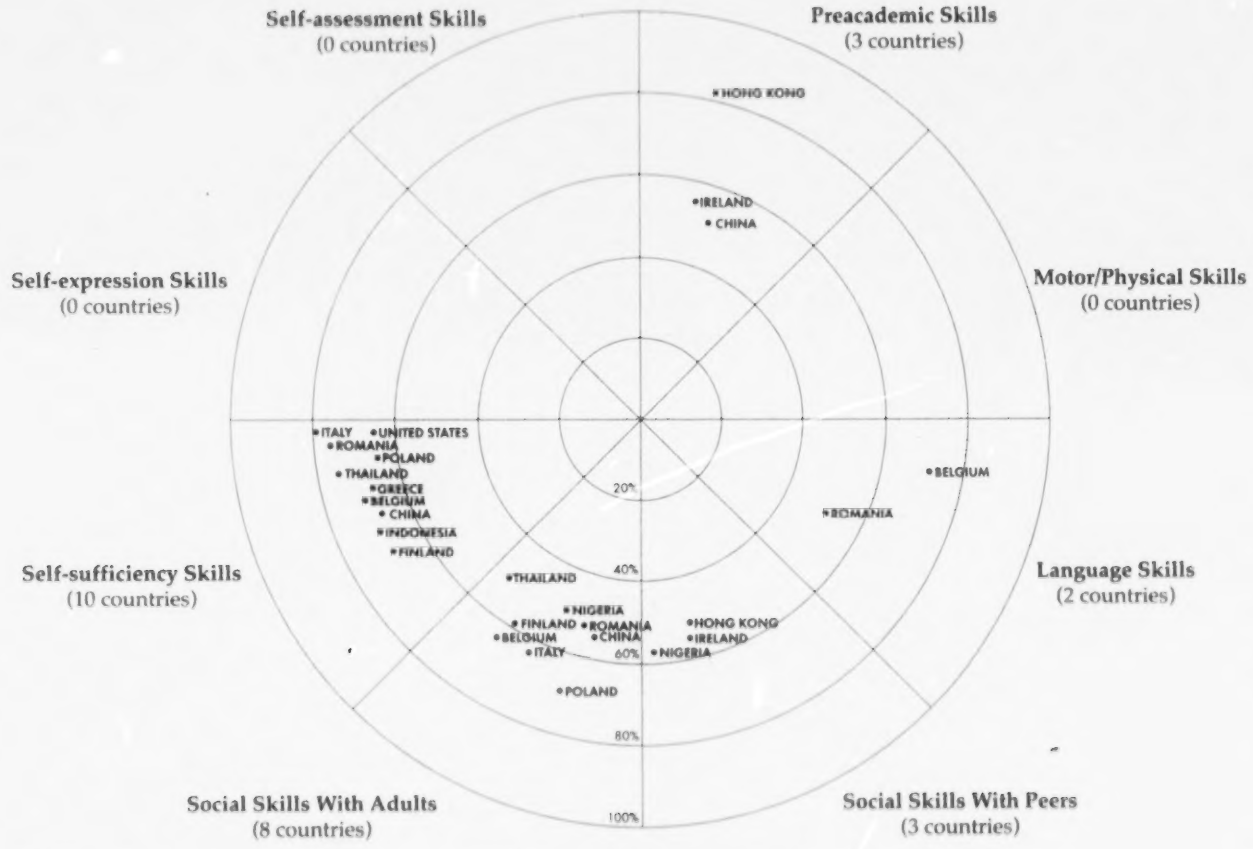
Table 9.2 Percentage of parents (≥ 50%) naming skill category among the three most important responsibilities of parents

Country / Territory	*N*	Skill Category							
		Language Skills	Motor / Physical Skills	Preacademic Skills	Self-assessment Skills	Self-expression Skills	Self-sufficiency Skills	Social Skills With Adults	Social Skills With Peers
Belgium (Liège Pr., Brussels)	165	70	–	–	–	–	72	64	–
China (PRC, 5 pr.)	876	–	–	50	–	–	67	51	–
Finland*	201	–	–	–	–	–	70	58	–
Greece (urban)	157	–	–	–	–	–	67	–	–
Hong Kong*	198	–	–	82	–	–	–	–	51
Indonesia* (Java)	251	–	–	–	–	–	69	–	–
Ireland	396	–	–	54	–	–	–	–	55
Italy	500	–	–	–	–	–	78	63	–
Nigeria*[a,b] (3 states)	148	–	–	–	–	–	–	50	56
Poland	496	–	–	–	–	–	66	68	–
Romania*	276	52	–	–	–	–	75	54	–
Slovenia	143	–	–	–	–	–	–	–	–
Spain (Cat.)	215	–	–	–	–	–	–	–	–
Thailand	212	–	–	–	–	–	74	52	–
United States*[a] (6 sites)	480	–	–	–	–	–	65	–	–

Note. Asterisk (*) indicates that weighted data were used for analysis. Slovenia supplied no parent data. Spain's parent response rate was too low for inclusion in the table.

[a]Sample includes only those parents whose child attends an out-of-home setting.

[b]Data from only 2 of 3 Nigerian states.



Note: For Hong Kong, Indonesia, Nigeria, Romania, and the United States, weighted data were used for analysis.

Figure 9.2 Percentage of Parents (≥50%) naming skill category among the three most important responsibilities of parents

fact, in 3 of the 10 countries (Italy, Romania, and Thailand), this skill category is selected by about three fourths (74%–78%) of parents. As Table F.2 indicates, the smallest percentages naming this area as a parental responsibility are in Hong Kong (17%) and Ireland (21%).

The only other area of parental responsibility named by a majority of parents in more than half the countries (8 of 13) is **social skills with adults**; Table 9.2 shows 8 countries with from 50% to 68% of parents selecting this skill category—Poland has the highest percentage. As Table F.2 shows, the smallest percentages of parents seeing this area as a parental responsibility are found in Hong Kong (24%) and Ireland (27%)—the same 2 countries with low percentages for **self-sufficiency skills.**

When naming important areas of parental responsibility, parents across the 13 countries show little interest in any of the remaining skill categories. Table 9.2 shows 3 of 13 countries (China, Hong Kong, and Ireland) with a majority of parents naming **preacademic skills.** Also, 3 countries (Hong Kong, Ireland, and Nigeria) report a majority of parents naming **social skills with peers.** Another category, **language skills,** is named by a majority of parents in 2 of 13 countries (Belgium and Romania). No country reports a majority of parents selecting **motor/physical skills, self-assessment skills,** or **self-expression skills** as an area of parental responsibility.

Teachers' Views About Parental Responsibilities

In educating and caring for young children, teachers need to be aware not only of their own areas of responsibility but also of parental areas of responsibility. So we turn now to this question: Which skill categories do teachers think of as important parental responsibilities? The data to answer this question appear in Table 9.3 (derived from Table F.3 on p. 272). Figure 9.3 on p. 186 presents the same data in graphic form.

Examination of the table and figure reveals that two categories are prominent as teacher choices for parental responsibility. Developing children's **self-sufficiency skills** is named as a parental responsibility by a majority (at least 50%) of teachers in 13 of the 15 countries. Indeed, in 10 of these 13 countries, more than three fourths

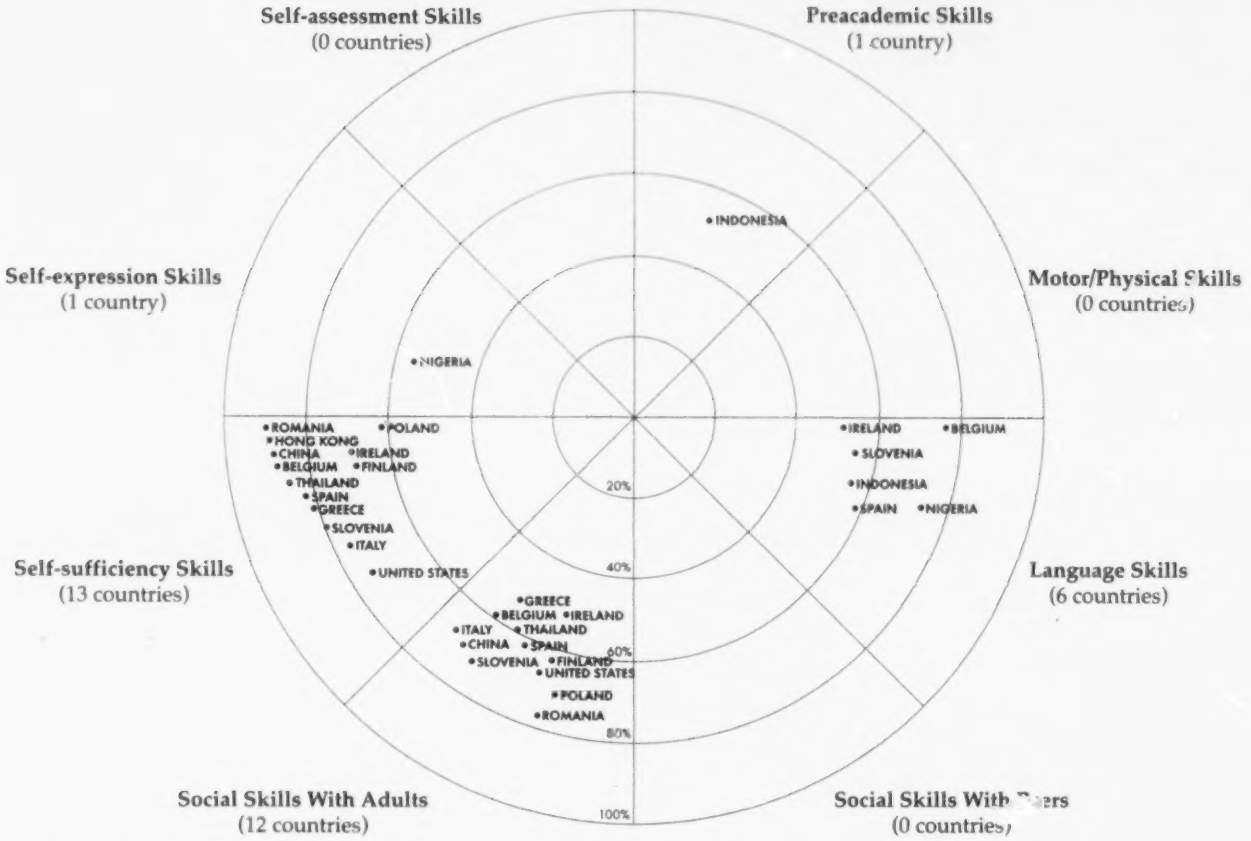
Table 9.3 Percentage of teachers (≥ 50%) naming skill category among the three most important responsibilities of parents

Country/ Territory	*N*	Skill Category							
		Language Skills	Motor/ Physical Skills	Preacademic Skills	Self-assessment Skills	Self-expression Skills	Self-sufficiency Skills	Social Skills With Adults	Social Skills With Peers
Belgium (Liège Pr., Brussels)	55	76	–	–	–	–	86	57	–
China (PRC, 6 pr.)	407	–	–	–	–	–	87	69	–
Finland	155	–	–	–	–	–	68	62	–
Greece (urban)	71	–	–	–	–	–	81	53	–
Hong Kong[a]	51	–	–	–	–	–	88	–	–
Indonesia[a,b] (Java)	121	55	–	53	–	–	–	–	–
Ireland	109	50	–	–	–	–	69	53	–
Italy	143	–	–	–	–	–	77	68	–
Nigeria[a,b] (3 states)	45	74	–	–	–	55	–	–	–
Poland	124	–	–	–	–	–	61	70	–
Romania*	69	–	–	–	–	–	90	76	–
Slovenia	44	54	–	–	–	–	79	70	–
Spain (Cat.)	54	58	–	–	–	–	82	61	–
Thailand	53	–	–	–	–	–	85	59	–
United States* (6 sites)	132	–	–	–	–	–	76	67	–

Note. Asterisk (*) indicates that weighted data were used for analysis.

[a]Data collected from more than one teacher in each setting.

[b]Data from only 2 of 3 Nigerian states.



Note: For Hong Kong, Indonesia, Nigeria, Romania, and the United States, weighted data were used for analysis.

Figure 9.3 Percentage of teachers (≥50%) naming skill category among the three most important responsibilities of parents

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(76%–90%) of teachers assign this category to parents. Indonesia (36%) and Nigeria (15%) are the 2 countries where only a minority of teachers assign **self-sufficiency skills** to parents.

The second prominent category in Table 9.3 is **social skills with adults**, which is assigned as a parental responsibility by a majority of teachers in 12 of the 15 countries. Only 1 of these 12 countries, however, reports as many as three fourths of its teachers making this assignment (Romania, 76%). As was the case with the other prominent category, Indonesia (19%) and Nigeria (30%) are countries where only a minority of teachers assign responsibility for **social skills with adults** to parents—but the "minority group" for this category is also joined by Hong Kong (46%).

One other category in Table 9.3 is a somewhat frequent choice of teachers naming areas of parental responsibility. A majority of teachers in 6 of 15 countries (Belgium, Indonesia, Ireland, Nigeria, Slovenia, and Spain) assign developing children's **language skills** to parents. In 2 of these 6 countries, Belgium (76%) and Nigeria (74%), approximately a three-fourths majority do so.

Indonesia stands alone in having over half (53%) of its teachers assigning **preacademic skills** to parents. Nigeria is the only country where over half (55%) of teachers assign **self-expression skills** to parents. The remaining skill categories—**motor/physical skills, self-assessment skills, social skills with peers**—are not named as important parental responsibilities by teacher majorities in any country.

Parents' Views About Teachers' Responsibilities

Awareness on the part of the "educational partners"—teachers and parents—works both ways; like teachers, parents need to be aware not only of their own responsibilities but also of teachers' responsibilities. Table 9.4 (derived from Table F.4 on p. 273) provides data to answer this question: Which skill categories do parents consider to be important teacher-responsibilities? Figure 9.4 provides the same data in graphic form.

In both the table and the figure (on pp. 188 and 189), the **preacademic skills** category stands out. In most (9 of the 13) countries, parents consider children's development in this area to be an important responsibility of teachers. In 2 of the 9 countries—Belgium (88%)

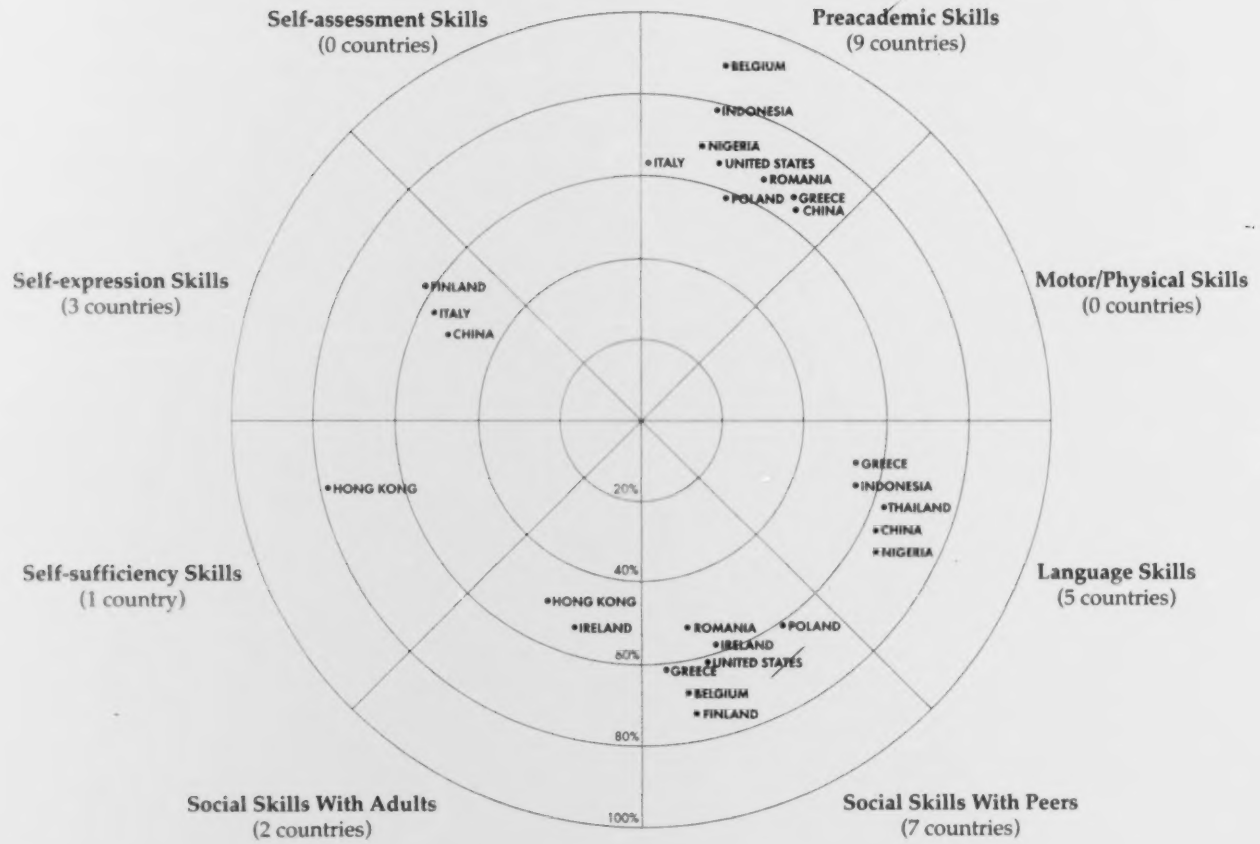
Table 9.4 Percentage of parents (≥ 50%) naming skill category among the three most important responsibilities of teachers

Country/ Territory	*N*	Skill Category							
		Language Skills	Motor/ Physical Skills	Preacademic Skills	Self-assessment Skills	Self-expression Skills	Self-sufficiency Skills	Social Skills With Adults	Social Skills With Peers
Belgium (Liège Pr., Brussels)	165	–	–	88	–	–	–	–	67
China (PRC, 6 pr.)	876	63	–	65	–	52	–	–	–
Finland[a]	201	–	–	–	–	64	–	–	74
Greece (urban)	157	53	–	68	–	–	–	–	62
Hong Kong*	198	–	–	–	–	–	79	51	–
Indonesia* (Java)	251	54	–	77	–	–	–	–	–
Ireland	396	–	–	–	–	–	–	53	58
Italy	500	–	–	62	–	57	–	–	–
Nigeria*[a,b] (3 states)	148	65	–	68	–	–	–	–	–
Poland	496	–	–	58	–	–	–	–	61
Romania*	276	–	–	67	–	–	–	–	52
Slovenia	143	–	–	–	–	–	–	–	–
Spain (Cat.)	215	–	–	–	–	–	–	–	–
Thailand	212	63	–	–	–	–	–	–	–
United States*[a] (6 sites)	480	–	–	67	–	–	–	–	62

Note. Asterisk (*) indicates that weighted data were used for analysis. Slovenia supplied no parent data. Spain's parent response rate was too low for inclusion in the table.

[a]Sample includes only those parents whose child attends an out-of-home setting.

[b]Data from only 2 of 3 Nigerian states.



Note: For Hong Kong, Indonesia, Nigeria, Romania, and the United States, weighted data were used for analysis.

Figure 9.4 Percentage of parents (≥50%) naming skill category among the three most important responsibilities of teachers

and Indonesia (77%)—over three fourths of parents assign this category to teachers.

Another category somewhat frequently chosen by parents as a teacher responsibility is **social skills with peers.** Children's development in this area is assigned to teachers by a majority of parents in 7 of the 13 countries (actual percentages range from 52% to 74%). Finland has the highest percentage (74%) of parents making this assignment.

The remaining skill categories in Table 9.4 and Figure 9.4 are assigned less frequently as teacher responsibilities: In fewer than half (5) of the 13 countries, a majority of parents assign **language skills** to teachers, with percentages ranging from 53% to 65%. In 3 of the 13 countries, a majority of parents assign **self-expression skills** to teachers, with percentages ranging from 52% to 64%. In 2 countries (Hong Kong, 51%; Ireland, 53%) we find **social skills with adults** assigned to teachers by a majority of parents. In only 1 country (Hong Kong, 79%) do we find **self-sufficiency skills** assigned to teachers by a majority of parents. There is *no* country where a majority of parents consider either **motor/physical skills** or **self-assessment skills** to be an important teacher-responsibility.

Agreement Between Teachers' and Parents' Views

Having looked at each group's views about responsibility assignment, we can now ask how similar their views are. That is, do teachers assign to themselves the same areas of responsibility that parents assign to teachers? And do parents assign to themselves the same areas of responsibility that teachers assign to parents?

Comparing How Both Groups Assign Responsibility to Teachers

Table 9.5 (first column) presents Spearman correlation coefficients between *teacher's assignments to themselves* and *parents' assignments to teachers.* Notice that in a majority of countries (8 of 13), there is a significant positive correlation—teachers and parents show a high level of agreement about the skill categories that are important responsibilities of teachers. Furthermore, agreement also is fairly high

Table 9.5 Correlation between teachers' and parents' assignments of responsibilities to teachers; skill categories that both groups name among three most important teacher-responsibilities

Country / Territory	Correlation Coefficient	Skill Category							
		Language Skills	Motor / Physical Skills	Preacademic Skills	Self-assessment Skills	Self-expression Skills	Self-sufficiency Skills	Social Skills With Adults	Social Skills With Peers
Belgium (Liège Pr., Brussels)	.93+	–	–	X	–	X	–	–	X
China (PRC, 6 pr.)	.83+	X	–	–	–	X	–	–	–
Finland	.71+	–	–	–	–	X	X	–	X
Greece (urban)	.82+	X	–	X	–	–	–	–	X
Hong Kong*	-.14	X	–	–	–	–	–	–	–
Indonesia* (Java)	-.47	–	–	–	–	–	–	–	X
Ireland	.14	–	–	–	–	–	–	–	X
Italy	.67	–	–	–	–	X	–	–	X
Nigeria* (3 states)	.88+	X	–	X	–	–	–	–	–
Poland	.81+	X	–	–	–	–	–	–	X
Romania*	.81+	X	–	X	–	–	–	–	X
Slovenia	–	–	–	–	–	–	–	–	–
Spain (Cat.)	–	–	–	–	–	–	–	–	–
Thailand	.70	–	–	–	–	X	–	–	X
United States*	.86+	X	–	–	–	–	–	–	X

Note. Asterisk (*) indicates that weighted data were used for analysis. Plus symbol (+) indicates that correlation is significant ($p < .05$). Slovenia supplied no parent data, and Spain's parental response rate was too low for inclusion in the table.

(though not significant) in Italy (.67) and Thailand (.70). For Hong Kong and Ireland the correlation coefficients (-.14 and .14, respectively) mean that there is little teacher-parent agreement about the important responsibilities of teachers, while for Indonesia the correlation coefficient (-.47) means that teachers and parents have almost opposite views about this matter.

The rest of Table 9.5 indicates the specific skill categories that teachers and parents both choose as important responsibilities of teachers. Notice that overall, there is teacher-parent agreement in most countries about at least these areas of teacher responsibility: **Social skills with peers** is both a teacher and a parent choice in 10 of 13 countries, and **language skills** is a both a teacher and a parent choice in 7 of 13 countries. Two other areas of responsibility show teacher-parent agreement in a number of countries: The categories **self-expression skills** and **preacademic skills** are designated as important teacher-responsibilities by both teachers and parents in 5 countries and 4 countries, respectively.

Comparing How Both Groups Assign Responsibility to Parents

Table 9.6 (first column) presents Spearman correlation coefficients between *teachers' assignments to parents* and *parents' assignments to themselves.* Again, in 8 of 13 countries, there is a significant positive correlation, with teachers and parents showing a high level of agreement about the skill categories that are important responsibilities of parents; these are not, however, exactly the same 8 countries that we observed to have high correlation coefficients in Table 9.5; seven countries show significant correlations in *both* tables. In addition, agreement is also fairly high (.63), but not significant, in Thailand. Nigeria (.30) and Indonesia (.17) are 2 countries where there is little parent-teacher agreement on assignment of responsibilities to parents. For 2 other countries, Hong Kong (-.49) and Ireland (-.24), the negative correlation coefficients indicate that parents and teachers have almost opposite views on this matter.

The rest of Table 9.6 shows the specific skill categories that teachers and parents both choose as important responsibilities of parents. As was the case with Table 9.5, there are 2 categories (but not

Table 9.6 Correlation between teachers' and parents' assignments of responsibilities to parents; skill categories that both groups name among three most important parent-responsibilities

Country/ Territory	Correlation Coefficient	Skill Category							
		Language Skills	Motor/ Physical Skills	Preacademic Skills	Self-assessment Skills	Self-expression Skills	Self-sufficiency Skills	Social Skills With Adults	Social Skills With Peers
Belgium (Liège Pr., Brussels)	.83+	X	–	–	–	–	X	X	–
China (PRC, 6 pr.)	.83+	–	–	–	–	–	X	X	–
Finland	.95+	–	–	–	–	–	X	X	–
Greece (urban)	.83+	–	–	–	–	–	X	X	–
Hong Kong*	-.49	X	–	–	–	–	–	–	–
Indonesia* (Java)	.17	X	–	–	–	–	–	–	X
Ireland	-.24	–	–	–	–	–	–	–	–
Italy	1.00+	X	–	–	–	–	X	X	–
Nigeria* (3 states)	.30	X	–	–	–	–	–	–	X
Poland	.98+	–	–	–	X	–	X	X	–
Romania*	.87+	–	–	–	–	–	X	X	–
Slovenia	–	–	–	–	–	–	–	–	–
Spain (Cat.)	–	–	–	–	–	–	–	–	–
Thailand	.63	–	–	–	–	–	X	X	–
United States* (6 sites)	.92+	X	–	–	–	–	X	X	–

Note. Asterisk (*) indicates that weighted data were used for analysis. Plus symbol (+) indicates that correlation is significant ($p < .05$). Slovenia supplied no parent data, and Spain's parent response rate was too low for inclusion in the table.

the same 2 categories) that stand out for teacher-parent agreement. They are **self-sufficiency skills**, which teachers and parents in 9 of 13 countries agree to be a parental responsibility, and **social skills with adults**, which also has teacher-parent agreement in 9 of 13 countries. A third category, **language skills**, is a teacher-parent choice for parent responsibility in 6 of 13 countries.

A Summary of Teacher-Parent Correlations on Assignment of Responsibilities

In comparing Tables 9.5 and 9.6, it is interesting to note that significant positive correlations occur in *both* tables for these 7 countries: Belgium, China, Finland, Greece, Poland, Romania, and the United States. In this majority of countries, teachers and parents reach high agreement about the important responsibilities of (1) teachers and (2) parents. Also in both tables, Hong Kong, Indonesia, and Ireland show low teacher-parent agreement about responsibility assignment. (See Figure 9.5.)

It is also interesting to note that the columns under 2 skill categories—**motor/physical skills** and **self-assessment skills**—remain empty or almost empty in both Table 9.5 and Table 9.6, as they were in Tables 9.1–9.4. This means that neither most teachers nor most parents see those areas of development as being a primary responsibility for themselves or for their "educational partners."

To summarize, we can say that there seems to be high agreement between teachers and parents in a majority of (7 of 13) countries about two areas of their respective responsibilities. In these countries, most agree that teachers are primarily responsible for children's development in **social skills with peers** and **language skills** and that parents are primarily responsible for children's development in **self-sufficiency skills** and **social skills with adults**.

Some Questions and Conclusions

The cross-national findings about teachers' and parents' assignment of responsibilities are important—many findings reveal interesting similarities across countries, while others point out the uniqueness of certain countries. For example, in relation to similarities, why is it

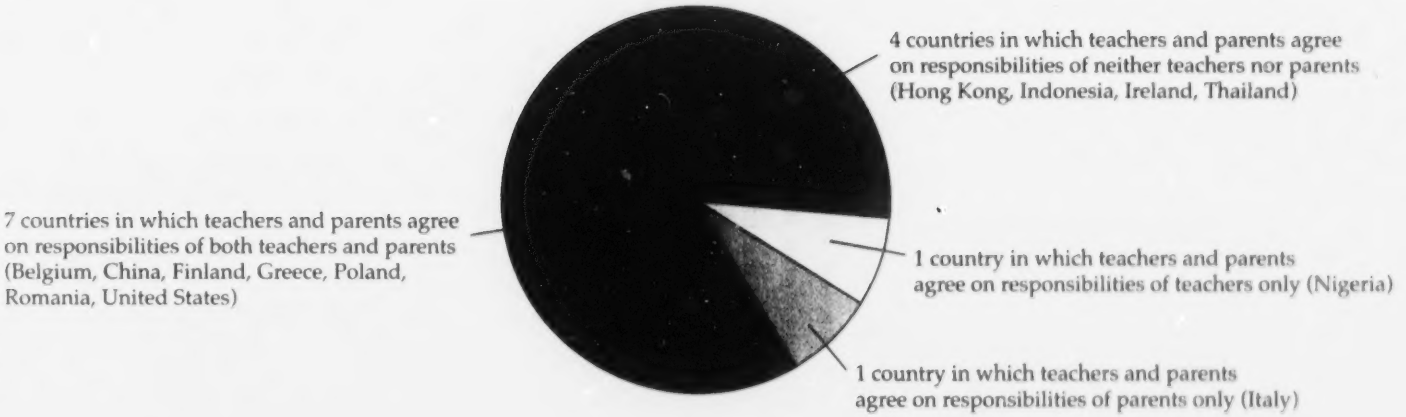

4 countries in which teachers and parents agree on responsibilities of neither teachers nor parents (Hong Kong, Indonesia, Ireland, Thailand)
7 countries in which teachers and parents agree on responsibilities of both teachers and parents (Belgium, China, Finland, Greece, Poland, Romania, United States)
1 country in which teachers and parents agree on responsibilities of teachers only (Nigeria)
1 country in which teachers and parents agree on responsibilities of parents only (Italy)

Figure 9.5 Teachers' and parents' agreement on assignment of responsibilities

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that a majority of teachers in most (11 of 15) countries view development of children's **language skills** as one of their major responsibilities? Perhaps this widespread emphasis is based on some generally accepted developmental theory about the central role that language plays in children's learning to read and write, reason, communicate ideas and emotions, and so on. Or perhaps the widespread emphasis on **language skills** is based on nothing more than teachers' following the curriculum guidelines set down for them. Also, teachers' emphasis on **language skills** could, in some countries, be based on deeply rooted cultural values.

A majority of teachers in most countries also consider developing children's **social skills with peers** as one of their primary responsibilities. But does emphasis on responsibility in this area always go hand-in-hand with emphasis on language? Looking at each country again (Table 9.1), we note 8 countries (Greece, Hong Kong, Ireland, Italy, Nigeria, Poland, Slovenia, and the United States), where teachers see themselves as responsible for *both* of these areas (**language skills, social skills with peers**). But there are also countries where teachers make a much greater distinction between their responsibilities in these two areas. For example, in 3 countries (China, Romania, and Spain), teachers see developing children's **language skills** as an important teacher-responsibility, whereas they place less importance on their role in developing children's **social skills with peers**. The reverse is true in Finland and Thailand, where teachers view their role in the development of **social skills with peers** as much more important than their role in **language skills** development. Indonesia presents a unique case in this set of findings—teachers in that country identify *neither* of these categories as their primary responsibility.

In contrast to teachers, a majority of parents in most (10 of 13) countries view developing children's **self-sufficiency skills** as a major parental responsibility (parents in Hong Kong, Ireland, and Nigeria are the exception—neither Slovenia nor Spain has parent data included in this report). Also, in most (8 of 13) countries a majority of parents consider themselves primarily responsible for developing children's **social skills with adults**. So it appears that parents in the countries in this study generally see their role with their children as focused on teaching them self-care and self-responsibility and on assisting them in learning to interact with adults.

As indicated in Table 9.2, parents in 7 of 10 countries see *both* of these skill categories (**self-sufficiency skills, social skills with adults**) as being among their primary responsibilities. However, in contrast to this high degree of cross-country similarity, there are a few countries where parents have unique views on parental responsibility. For example, a majority of Indonesian parents assign only 1 of these 2 skill categories (**self-sufficiency skills**) to themselves—and there is no *other* category that is designated a parental responsibility by a majority of Indonesian parents. As another example, parents in Hong Kong and Ireland assign neither **self-sufficiency skills** nor **social skills with adults** to themselves; instead they identify **preacademic skills** and **social skills with peers** as parental responsibilities.

At first, it may seem surprising that a majority of parents in most (11 of 13) countries do not view themselves as having a major role in their children's **language skills** development. However, as noted in Chapter 7, parents in many (8 of 13) countries include "pronouncing words correctly" among the 2 most important subskills for this category, and they perhaps see teachers as having the needed expertise for assisting children in this.

Overall, the degree of teacher-parent and cross-country agreement about assignment of teacher/parent responsibilities found in this study seems surprising, considering that the study's countries span several continents, have diverse cultures and political philosophies, and represent varying degrees of urbanization and economic development. However, despite the considerable similarity in findings across most countries, there are also some unique findings reported in this chapter. For example, there are 4 countries (Hong Kong, Indonesia, Ireland, and Thailand) in which teachers and parents do not agree about the responsibilities of either teachers or parents. In future monographs reporting on Phase 2 of this study, each country's culture will be used as a context within which to interpret the data. It will be interesting to see if there are elements that can be identified in these 4 countries that would assist in understanding the teacher-parent disparity on assignment of responsibility.

One further question is raised by the findings reported in this chapter: Is teacher-parent agreement or lack of agreement about their respective roles, or responsibilities, with children related to the degree or quality of communication between teachers and parents? How

aware are teachers of parents' views about division of responsibilities—and vice versa? Recall that in Chapter 8, teacher-parent communication was suggested as a key to improving parents' and teachers' awareness of each other's priorities for children.

❀

This chapter on assignment of responsibilities concludes the expectations findings of Phase 2 of the IEA Preprimary Project. The next chapter will look for relationships between these findings and the background characteristics of teachers and parents in the Phase 2 study sample.

SUMMARY STATEMENTS

- A majority of teachers in 11 of 15 countries identify developing children's **language skills** and **social skills with peers** as major areas of teacher responsibility.
- A majority of parents in 10 of 13 countries identify developing children's **self-sufficiency skills** as a major parental responsibility, while a majority of those in 8 of 13 countries identify developing children's **social skills with adults** as such.
- Agreeing with parents' assignments to themselves, teachers consider **self-sufficiency skills** and **social skills with adults** to be primary responsibilities of parents.
- In agreement with teachers' own assignment to themselves, parents consider **social skills with peers** to be a major area of responsibility for teachers, but they name **preacademic skills** (rather than **language skills**) as a second major area of teacher responsibility.

X

Expectations Findings Compared With Background Characteristics of Teachers and Parents

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In this chapter, we investigate whether or not there is a relationship between some of the background characteristics of teachers and parents (presented in Chapter 4) and the expectations findings reported thus far. This investigation addresses question #6 posed at the end of Chapter 1: *Is there any connection between the background characteristics of teachers (or parents) and their views about the areas of development most important for young children?*

More specifically, we explore such questions as whether a teacher's years of experience influence how the teacher rank-orders the eight skill categories of the Expectations Questionnaire, or whether a parent's level of education influences how the parent assigns parent/teacher responsibilities regarding children's development. Based on their previous work with teachers and parents, the study's researchers hypothesized that teachers' or parents' expectations might be related to specific background characteristics, such as age, teaching experience, education level, and so on. For example, consider the characteristic of the teacher's *years working with 3- to 5-year-old children:* Perhaps beginning teachers believe, based on their very recent professional training or education, that certain areas of development are very important for young children. More experienced teachers, however, may have different beliefs—either because

their professional training/education occurred at an earlier time in history or because their long experience with young children has modified their original beliefs. Or consider a background characteristic (for parents) such as the *number of persons in the household*, which of course is partly based on how many children the parent has: Perhaps parents raising a first or second child have different priorities for their child's development—or different views about parental responsibilities—than do parents who have raised several children.

Following this line of thinking, the researchers considered in the analysis of this chapter the following background characteristics:

- **For teachers**—age, years of education, years of experience (working with 3- to 5-year-old children)
- **For parents**—mother's years of education, number of persons in the household

For parents, it was decided to use *mother's years of education*, rather than father's, since in most countries of the world, the mother serves as primary caretaker and decision-maker for the family's preschool-aged children.

This chapter first examines relationships between teacher characteristics and expectations findings, then relationships between parent characteristics and expectations findings.

Teachers' Background Characteristics and Expectations Findings

For each background characteristic, project staff constructed two subgroups of teachers by splitting each country's total sample near the country's mean value for that characteristic. For example, for the characteristic of *age*, in Ireland, the two subgroups were the "younger" teachers (20 to 37 years old) and the "older" teachers (38 to 65 years old)—with this division based on Ireland's overall mean age for teachers. In a similar way, other countries' cutoff ages for "younger" and "older" subgroups were based on their respective means.

Similarly, subgroups were formed for the other teacher characteristics: For *years of education*, the subgroups were those with more ed-

ucation and those with less education; for *years of experience*, the subgroups were those with more experience and those with less experience working with 3- to 5-year-olds. In each case, the cutoff points for forming the subgroups were the means in the various countries. (Refer to Table 4.1 on p. 61 and Table 4.2 on p. 63 for specific information about each teacher background characteristic selected for analysis in this chapter. Since the expectations findings are presented at a country level, the teacher and parent background characteristic data in Tables 4.1 and 4.2 were aggregated for each country and then used for these analyses.)

After project staff constructed two subgroups of teachers with regard to each background characteristic (*age, years of education, years of experience*), they calculated separately for both subgroups these four types of expectations findings: *rank-ordering of skill categories, prediction about parent priorities, assignment of teacher responsibilities,* and *assignment of parent responsibilities.* Then, using Spearman procedures, the two teacher-subgroup expectations findings were compared on each type of background characteristic. Tables 10.1, 10.2, and 10.3 (pp. 202–204) present the results of Spearman analyses for the three teacher-background characteristics under consideration. Table 10.1, for example, shows results of analyzing the relationship between teacher *age* and teacher expectations findings in each country. Each column of the table lists the various countries' correlation coefficients for a specific expectations finding: column 1, *rank-ordering of skill categories;* column 2, *prediction about parent priorities;* column 3, *assignment of teacher responsibilities;* and column 4, *assignment of parent responsibilities.* Notice that any Spearman coefficient that is at least .71 is marked with a plus sign, indicating that younger teachers and older teachers are similar on that expectations finding. Any coefficient less than .71 is an indication that younger teachers and older teachers are different on that expectations finding.

Also notice that each column of Table 10.1 has a preponderance of plus signs—indicating similarity between younger and older teachers on each expectations finding. Overall, 48 of the 51 Spearman coefficients show subgroup similarity. Thus we can conclude that across countries, there is little relationship between teacher *age* and the four kinds of teacher expectations findings.

Table 10.1 Correlations between teacher's age and four types of expectations findings

Country	*N*	Correlation Coefficients: Rank-Ordering of Skill Categories	Prediction About Parent Priorities	Assignment of Teacher Responsibilities	Assignment of Parent Responsibilities
Belgium (Liège Pr., Brussels)	55	.90+	.95+	.75+	.93+
China (PRC, 6 pr.)	407	.93+	.99+	.95+	1.00+
Finland	155	.83+	.76+	.73+	.93+
Greece (urban)	71	.95+	.90+	.89+	.92+
Hong Kong*	51	—	—	—	—
Indonesia*[a] (Java)	121	.76+	.71+	.34	.60
Ireland	109	.90+	.45	.90+	.90+
Italy	143	.99+	.88+	.93+	.98+
Nigeria*[b] (3 states)	45	.81+	.77+	.76+	.88+
Poland	124	.88+	.79+	.72+	.79+
Romania*	69	.71+	.71+	.80+	.95+
Slovenia	44	—	—	—	—
Spain	54	.88+	.81+	.93+	—
Thailand	53	.98+	.71+	.78+	.91+
United States* (6 sites)	132	.86+	.95+	.90+	.79+

Note. Asterisk (*) indicates that weighted data were used for analysis. Plus sign (+) indicates that the two groups had similar results for the expectations finding. Insufficient information was available from Hong Kong and Slovenia. [a]Data collected from more than one teacher in each setting.. [b]Data from only 2 of 3 Nigerian states included.

Table 10.2 presents the results of a Spearman analysis of the relationship between teacher *years of education* and expectations findings. Again, we find 37 of the table's 40 coefficients with a plus sign, meaning that teachers with less education and teachers with more education give similar responses to expectations questions. This indicates that across countries, there is little relationship between *years of education* and the four kinds of teacher expectations findings.

Table 10.3 presents the results of the Spearman analysis of the relationship between teacher *years of experience* and expectations find-

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Table 10.2 Correlations between teacher's years of education and four types of expectations findings

Country	*N*	Correlation Coefficients: Rank-Ordering of Skill Categories	Prediction About Parent Priorities	Assignment of Teacher Responsibilities	Assignment of Parent Responsibilities
Belgium (Liège Pr., Brussels)	55	.90*	.90*	.71*	.90*
China (PRC, 6 pr.)	407	.88*	.96*	.91*	.95*
Finland	155	.98*	.99*	.66	.90*
Greece (urban)	71	—	—	—	—
Hong Kong*	51	—	—	—	—
Indonesia *[a] (Java)	121	—	—	—	—
Ireland	109	.77*	.95*	.99*	.91*
Italy	143	.95*	.88*	.75*	.85*
Nigeria*[ab] (3 states)	45	.81*	.62	.83*	.56
Poland	124	.90*	.75*	.74*	.89*
Romania*	69	.86*	.81*	.98*	.95*
Slovenia	44	—	—	—	—
Spain	54	—	—	—	—
Thailand	53	.89*	.87*	.76*	.81*
United States* (6 sites)	132	.81*	.95*	.95*	.95*

Note. Asterisk (*) indicates that weighted data were used for analysis. Plus sign (*) indicates that the two groups had similar results for the expectations finding. Insufficient information was available from Greece, Hong Kong, Indonesia, Slovenia, and Spain. [a]Data collected from more than one teacher in each setting. [b]Data from only 2 of 3 Nigerian states included.

ings. Again, in every column of the table, there is a preponderance of coefficients (48 of 56) that are .71 or greater, indicating that teachers with less experience and teachers with more experience respond to expectations questions in a similar way. Thus across countries, there is little relationship between *years of experience* working with 3- to 5-year-olds and the four kinds of teacher expectations findings.

Based on the analyses presented in Tables 10.1, 10.2, and 10.3, we can conclude that overall, there is little relationship between teacher expectations findings and background characteristics of

Table 10.3 Correlations between teacher's years of experience with 3- to 5-year-olds and four types of expectations findings

Country	*N*	Correlation Coefficients: Rank-Ordering of Skill Categories	Prediction About Parent Priorities	Assignment of Teacher Responsibilities	Assignment of Parent Responsibilities
Belgium (Liège Pr., Brussels)	55	.95⁺	.90⁺	.55	.86⁺
China (PRC, 6 pr.)	407	.83⁺	.99⁺	.81⁺	.97⁺
Finland	155	.98⁺	.48	.91⁺	.93⁺
Greece (urban)	71	.98⁺	.88⁺	.87⁺	.90⁺
Hong Kong*	51	.84⁺	.95⁺	.69	.78⁺
Indonesia*[a] (Java)	121	.76⁺	.76⁺	.57	.36
Ireland	109	.88⁺	.90⁺	.93⁺	.42
Italy	143	.83⁺	.96⁺	.81⁺	.99⁺
Nigeria*[b] (3 states)	45	.81⁺	.88⁺	.68	.38
Poland	124	.88⁺	.95⁺	.90⁺	.86⁺
Romania*	69	.71⁺	.75⁺	.83⁺	.87⁺
Slovenia	44	—	—	—	—
Spain	54	.86⁺	.79⁺	.87⁺	.78⁺
Thailand	53	1.00⁺	.88⁺	.81⁺	.90⁺
United States* (6 sites)	132	.83⁺	.98⁺	.95⁺	1.00⁺

Note. Asterisk (*) indicates that weighted data were used for analysis. Plus sign (⁺) indicates that the two groups had similar results for the expectations finding. Insufficient information was available from Slovenia. [a]Data collected from more than one teacher in each setting. [b]Data from only 2 of 3 Nigerian states included.

teachers. Of the 147 correlation coefficients presented in the three tables, only 14 (9.5%) indicate that teacher subgroups gave different expectations responses. A look at these 14 differences might give us some information, however.

There seems to be little pattern to the 14 subgroup differences—they occur across three types of expectations findings and among 6 different countries. The only note of consistency is that 8 of the 14 subgroup differences occur in just 2 countries—Indonesia and Nigeria—so we consider next the data behind the Spearman coefficients for these countries.

In Indonesia, according to the data on which the Table 10.1 analysis is based, younger and older teachers differ in *assignment of teacher responsibilities* and *assignment of parent responsibilities.* The country's younger teachers have a greater tendency to take responsibility for children's **social skills with peers** and **self-assessment skills**, whereas the older teachers have a greater tendency to take responsibility for children's **preacademic skills** and **social skills with adults**. In naming important parent-responsibilities, younger teachers tend to cite **self-sufficiency skills**, whereas older teachers tend to cite **motor-physical skills** and **self-assessment skills**.

Table 10.3 indicates that these same two kinds of expectations findings—*assignment of teacher responsibilities* and *assignment of parent responsibilities*—are also different for less experienced and more experienced teachers in Indonesia. In light of the findings reported in the previous paragraph, this is not surprising, since *age* and *years of experience* often are related, that is, the younger teachers are usually also the less experienced ones. When looking at specific skill categories named as teacher/parent responsibilities by teachers according to age versus according to experience, we do find partial overlap: When compared with their counterpart subgroups, both older teachers *and* more experienced teachers show greater tendency to assign **preacademic skills** to teachers and **self-assessment skills** to parents. Both younger teachers *and* less experienced teachers show greater tendency to assign **self-sufficiency skills** to parents. Less experienced teachers, when compared with those with more experience, however, are more likely to name **language skills** as a teacher responsibility, and this is *not* a tendency of younger versus older teachers.

Nigeria's notable subgroup differences appear in Tables 10.2 (based on *years of education*) and 10.3 (based on *years of experience*). From the data on which the Table 10.2 analysis is based, we find these specific differences in the *prediction about parent priorities* by Nigerian teachers with less versus more education: Those with less education have a greater tendency to predict that parents will rank **social skills with peers** #1, #2, or #3, whereas those with more education have a greater tendency to predict that parents will rank self-

expression skills in this way. The two groups also differ in their *assignment of parent responsibilities.* While teachers with less education have a greater tendency to assign **social skills with peers** as a parental responsibility, those with more education have a greater tendency to assign **self-sufficiency skills** to parents.

The data behind the Table 10.3 analysis reveal this about Nigerian teachers: Those having less experience working with 3- to 5-year-olds have a greater tendency to see developing children's **social skills with adults** as a teacher responsibility, whereas those with more experience have a greater tendency to see developing children's **social skills with peers** as a teacher responsibility. Also, the less experienced teachers are more likely to assign **preacademic skills** and **self-sufficiency skills** to parental responsibility, whereas the more experienced teachers are more likely to assign **social skills with peers** to parental responsibility.

In summary, the Spearman analyses reveal that in most countries, there is no relationship between the background characteristics of teachers and the four kinds of expectations findings considered here. Two exceptions seem to be Indonesia and Nigeria, which present a mixed picture of results.

Parents' Background Characteristics and Expectations Findings

As with the analysis of teacher findings, for the Spearman analysis of parent findings, project staff formed two subgroups of parents in each country for each background characteristic under consideration. Thus, for *mother's years of education,* the subgroups were less educated mothers and more educated mothers; for *number of persons in household,* the subgroups were smaller-household mothers and larger-household mothers. For example, in Belgium, the less educated subgroup had 6 to 12 years of education, and the more educated subgroup had 13 to 20 years of education, with the cutoff being determined by the country's mean for this background characteristic. As another example, in Poland, the smaller-household subgroup had at most 4 household members, and the larger-household subgroup had 5 to 10 household members. (Refer to Table 4.3 on p. 62 and Table 4.6

on p. 73 for specific information about the parent background characteristics selected for analysis here. As with the teacher background characteristics, the data in Tables 4.3 and 4.6 were aggregated for each country in preparation for these analyses.)

As with the teacher data, project staff then calculated separately for each subgroup these four kinds of expectations findings: *rank-ordering of skill categories, prediction about teacher priorities, assignment of teacher responsibilities,* and *assignment of parent responsibilities.* They then compared those findings for each background characteristic, using Spearman procedures. Tables 10.4 (based on *mother's years of education*) and 10.5 (based on *number of persons in household*) present the results of these analyses (pp. 208–209). As earlier, a Spearman coefficient of at least .71 (with a plus sign) indicates similar expectations findings across the two subgroups; a coefficient less than .71 indicates different expectations findings.

Table 10.4 contains 49 correlation coefficients, and of these, 41 indicate similar expectations findings for less educated mothers and more educated mothers. The 8 coefficients that *do* indicate a difference between the two subgroups' expectations findings are spread across 8 different countries and across the four types of expectations findings; 7 of these 8 coefficients are between .60 and .69. As one might expect, close examination of the data by skill category reveals that in each of these 7 cases, there are only several small differences in the two subgroup's expectations responses (e.g., one subgroup might assign rank #3 to **self-expression skills**, whereas the other subgroup assigns rank #5 to that category).

The one coefficient in Table 10.4 that is lower than .60 occurs in the *rank-ordering of skill categories* column for the United States. When the data are examined by skill category, we see that less educated and more educated mothers in the United States differ in the following way: Less educated mothers have a greater tendency to give high priority to **preacademic skills**, whereas more educated mothers have a greater tendency to give high priority to **social skills with peers**.

Table 10.5 gives 49 correlation coefficients, and of these, 46 indicate similar expectations findings for smaller-household mothers and larger-household mothers. Of the 3 coefficients indicating sub-

Table 10.4 Correlations between mother's years of education and four types of expectations findings

Country	*N*	Correlation Coefficients: Rank-Ordering of Skill Categories	Prediction About Teacher Priorities	Assignment of Teacher Responsibilities	Assignment of Parent Responsibilities
Belgium (Liège Pr., Brussels)	165	.79+	.88+	1.00+	.78+
China (PRC, 6 pr.)	876	.98+	.83+	.98+	.95+
Finland	318	.60	.95+	.88+	.97+
Greece (urban)	157	.60	.97+	.83+	.91+
Hong Kong*	198	.86+	.90+	.66	.88+
Indonesia* (Java)	251	.74+	.76+	.69	.79+
Ireland	396	.71+	.83+	.71+	.91+
Italy	500	.62	.82+	.90+	.92+
Nigeria* (3 states)	208	—	—	—	—
Poland	496	.76+	.60	.81+	.98+
Romania*	276	.86+	.95+	.88+	.95+
Slovenia	143	—	—	—	—
Spain	215	.71+	—	—	—
Thailand	212	.81+	.95+	.92+	.62
United States* (6 sites)	559	.31	.95+	.90+	.83+

Note. Asterisk (*) indicates that weighted data were used for analysis. Plus sign (+) indicates that the two groups had similar results for the expectations finding. Insufficient information was available from Nigeria, Slovenia, and Spain.

group differences, 2 are found in the *rank-ordering of skill categories* column, for Finland and Indonesia—and both of these coefficients are .69, which is very close to the .71 cutoff point. As one would expect, examination of the rank-ordering data reveals, in this case, that each of these countries' household-size subgroups differ only slightly in their ordering of a small number of categories. The third coefficient indicating a subgroup difference is the .53 in the *assignment of teacher responsibilities* column for Indonesia. Examination of the data behind this coefficient reveals that in that country, smaller-household mothers have a greater tendency to assign responsibility for language skills to teachers, whereas larger-household mothers have a greater tendency to assign responsibility for social skills with peers to teachers.

Table 10.5 Correlations between household size and four types of expectations findings

Country	*N*	Correlation Coefficients: Rank-Ordering of Skill Categories	Prediction About Teacher Priorities	Assignment of Teacher Responsibilities	Assignment of Parent Responsibilities
Belgium (Liège Pr., Brussels)	165	.97+	.88+	.89+	.85+
China (PRC, 6 pr.)	876	.83+	.86+	.98+	.93+
Finland	318	.69	.94+	.90+	.90+
Greece (urban)	157	.93+	.79+	.92+	.93+
Hong Kong*	198	.81+	.85+	.85+	.88+
Indonesia* (Java)	251	.69	.81+	.53	.81+
Ireland	396	.91+	.85+	.89+	1.00+
Italy	500	.93+	.92+	1.00+	.93+
Nigeria* (3 states)	208	—	—	—	—
Poland	496	.93+	.87+	.96+	.98+
Romania*	276	.95+	.90+	.89+	.95+
Slovenia	143	—	—	—	—
Spain	215	.86+	—	—	—
Thailand	212	.83+	.97+	.83+	.95+
United States* (6 sites)	559	.76+	.98+	.73+	.96+

Note: Asterisk (*) indicates that weighted data were used for analysis. Plus sign (+) indicates that the two groups had similar results for the expectations finding. Insufficient information was available from Nigeria, Slovenia, and Spain.

In summary, across countries, there is little relationship between parent expectations findings and the four types of background characteristics considered here. Of the 98 Spearman correlation coefficients in Tables 10.4 and 10.5, only 11 (11%) indicate that background characteristics make a difference, and of these 11 coefficients, 9 are very close to the .71 cutoff point and thus indicative of only minor subgroup differences. Only 2 coefficients indicate major subgroup differences, and these involve (1) how the skill categories are rank-ordered by U.S. parents with different levels of education and (2) how teacher responsibilities are assigned by Indonesian parents from different-sized households.

SUMMARY STATEMENTS

- Across countries, there is little relationship between background characteristics of teachers and the four types of expectations findings considered here. Of the 147 Spearman correlation coefficients obtained, only 14 (9.5%) show a relationship between these two sets of variables.
- Two countries where some relationship is found are Indonesia and Nigeria. There the Spearman coefficients show a mixed picture of relationships between the two sets of variables.
- Across countries there is little relationship between the background characteristics of parents and the four types of expectations findings considered here. Of the 98 Spearman correlation coefficients, only 11 (11%) show a relationship between these two sets of variables.
- For parents, of the 11 Spearman coefficients denoting a relationship, only 2 were of a size indicating a strong relationship between parents' background characteristics and expectations findings.

XI
Putting the Expectations Findings in Perspective

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The popular press—and indeed the professional literature—leads us to believe that what we accomplish and how our accomplishments are judged by others are greatly influenced by both our own expectations and those of others. For this reason, the emphasis on teacher and parent expectations in Phase 2 of the IEA Preprimary Project is important. By understanding what teachers and parents across various countries expect regarding children's development—what skills they want children to learn and which persons they hold responsible for teaching these skills—we might add to an understanding of children's developmental differences.

At the outset of Phase 2, there was every reason to expect that analysis of study data would reveal substantial cross-country differences as well as substantial parent-teacher differences within countries. After all, the 15 countries participating in this phase of the study differ linguistically, geographically, economically, and politically—to name a few distinctions. No two of the countries (except for the United States and Ireland) have the same mother tongue. The countries occupy tropical regions (as do Nigeria and Indonesia), temperate regions (as do Italy and Poland), and even an arctic region (as does Finland). Some of the countries (such as Belgium, Italy, or the United States) have advanced industrial economies, while others have recovering or newly developing economies. The political systems include both long-established and recently formed democracies,

both stable and struggling governments; they represent a mix of communist, socialist, and democratic philosophies. The Phase 2 countries also differ in history, cultural tradition (regarding the role of women, for example), ethnic composition, and religion.

In light of this diversity, it comes as a surprise that the Phase 2 analyses of the Expectations Questionnaire data do not reveal substantial differences across these 15 countries. When parents and teachers in country after country are asked to decide what is important for young children to learn (i.e., when they are asked to rank-order the eight skill categories of the Expectations Questionnaire), the expected differences between countries are not found. Likewise, when these same parents and teachers are asked to assign teacher and parent roles regarding children's learning, there is little disagreement. Even when these parents and teachers are asked to characterize, or define, the eight skill categories that they have rank-ordered, there is a surprising amount of agreement in the parent and teacher definitions across countries. This is not to say that the study detected no cross-country or within-country differences, but there is far more agreement than disagreement. To examine the issues raised here about similarities and differences, this chapter summarizes Phase 2 findings and then discusses what may lay behind them.

Characteristics of Teachers and Parents in the Study Samples

The characteristics of the teacher samples are fairly similar across all of the 15 Phase 2 countries. Except for China and urban Indonesia (with younger teachers), most countries report average teacher ages between 31 and 43, with most teachers in their mid- to late 30s. As might be expected, almost all are women, except in Nigeria, where 28% are men. Teachers usually have finished what in the United States would be considered "high school," and many have had a year or two of what would be considered "college"; Ireland and the United States have teachers who have completed a third year of college or a college degree. Only teachers in China's rural kindergartens, in Finland's family day care homes, and in Thailand's child care centers have, on average, no high school diploma. In most countries, most

teachers are certified—exceptions to this generalization occur in Hong Kong, rural China, and Thailand's child care centers. In all countries, teachers average more than 4 years of experience working with 3- to 5-year-old children, with some countries reporting average experience as high as 19 years. However, most teachers have about 7 years or more of experience (exceptions are found in Nigeria and in China's rural kindergartens, with 4.5- and 4.6-year averages, respectively). Typically, teachers have spent an average of at least 4 years in their current setting, with teachers in Romania's rural kindergartens averaging 15 years.

The above summary describes the study's teacher similarities—and the few exceptions to the similarities. Of course, the study does not analyze the extent to which teacher certification standards have the same meaning from country to country—which is always a difficult thing to determine. By contrast, such variables as age, years of education, years of experience, and so on are assumed to be reliable measures for comparison. But even these measures may mean different things in different countries. A "year" teaching in a rural kindergarten in China, for example, may be quite different from a "year" teaching in an urban Head Start center in the United States. The study did not explore these issues. However, it can be said with some assurance that teachers in this 15-nation study come to the task of instructing 4-year-olds with a great deal of commonality—far more than might be expected, given the diversity of the participating countries.

Considering that parents in the 15 countries' study samples all share one characteristic to begin with—that of being parents to a preschool-aged child—some cross-country similarities in other background characteristics are understandable. Project researchers in the various countries found that typically both parents have on average some high school education. Only in Nigeria, China, and Thailand do we find parents averaging less than a high school diploma: In Nigeria, it is the mothers of children in own-home settings; in China it is the parents of children in rural kindergartens; and in Thailand it is the parents of children in child care centers. (Recall that these programs in China and Thailand are the same ones where teachers on average have less than a high school diploma and no certification).

Parents' labor force participation is of interest in this study because of the ways it can impact the young child; while it produces es-

sential support—and in some cases additional amenities for the family—it also limits the amount of time parents are available to their children. Internationally, child care use has grown dramatically as work responsibilities have increasingly required parents to be out of the home for extended periods. In 12 of the 15 countries of the study, at least 92% of fathers in all types of settings are employed; only Ireland and Nigeria have some settings reporting as low as 56% on this variable. In general, mothers are employed outside the home at considerably lower rates than fathers are, with certain settings in Greece, Hong Kong, Indonesia, Spain, and the United States having, on average, at least a 50-percentage-point disparity in mothers' versus fathers' employment. Also, a few countries report both mothers' and fathers' employment rates that are very high for each of the types of settings studied—China, Finland, Poland, and Thailand are examples.

Most parents in the study are married and living with their spouse; in 8 of the 15 countries, more than 90% of parents in all types of settings fit this description. Six of the remaining countries report at least 75% in every type of setting to be married, living with spouse. The United States stands alone—only one of its types of settings (own homes) reports a figure over 90% on this variable; another (family day care homes) reports a little over 75%; the other U.S. settings' average percentages are considerably lower than this. This finding that families are generally intact across countries, added to the finding of generally high rates of parental employment, presents an overall picture of better-than-expected economic as well as emotional security for the children in the study. Still, there are some exceptions, such as the unusually low married/living-with-spouse rates in the United States and the relatively low parental employment rates overall in Ireland and Nigeria. It is also important to note that in this study, most countries' samples included only children attending early childhood education settings, which would not constitute a representative sample of *all* 4-year-olds in those countries.

WHAT SHOULD PRESCHOOL-AGED CHILDREN LEARN?

A foreign national working in or visiting a country quickly becomes aware of the country's unique customs, laws or regulations, ways of conducting social relationships, and so on. Project researchers as-

sumed that in addition to such obvious cross-country differences, they would find deeply rooted cultural values and traditions that inform teacher and parent attitudes in a unique way from country to country. This would result in detectable divergence across countries in how teachers and parents view the important areas of child development. As Chapter 3 related, in organizing the study, the 15 national research center directors agreed on a list of eight generally accepted areas of child development (corresponding to what eventually became the eight "skill categories" of the Expectations Questionnaire). National field tests revealed that these eight areas covered the basic developmental skills of concern to each national group—no additional areas were suggested as necessary to express the interests or goals of either teachers or parents. Upon analyzing the data on teachers' and parents' expectations regarding the eight skill categories (rank-ordering the categories as to importance, defining them, assigning responsibility for them), researchers found less variation than expected, with teachers agreeing more closely than parents.

What Teachers Expect: Prioritizing Eight Areas of Child Development

One important finding from this study of teacher and parent expectations is that there is general agreement across the participant countries about what are the *most important* and the *least important* of the eight skill categories representing the various areas of child development. As reported in Table 5.4 on p. 92, teachers in at least 12 countries name the following three skill categories among the *most important:*

- Social skills with peers
- Language skills
- Self-sufficiency skills

Also, teachers in at least 10 countries name these three skill categories among the *least important:*

- Preacademic skills
- Self-assessment skills
- Social skills with adults

The 12 countries and 10 countries involved in these rankings represent the study's complete range of countries (i.e., western European, eastern European, Asian, African). Of course, while no country's teachers are unanimous in their opinion, the extent of agreement on the part of teachers is striking. There is even greater cross-country agreement on some individual categories, such as **social skills with peers** (which teachers in 14 of 15 countries place among the *most important*). And teachers agree about some of the specific *least important* categories almost as much as they agree about *most important* categories. For example, those in 11 of 15 countries rank **social skills with adults** among the *least important.*

The extent of agreement among the more than 1,800 teachers in 15 countries suggests that there is a certain widely accepted view about what constitutes normal early childhood development. Whether this view translates into widespread uniform practice across countries, however, will be revealed by the information that the IEA Preprimary Project gains from direct observation of settings, which is another aspect of the Phase 2 data collection.

It is especially noteworthy that teachers in 10 of 15 countries rank **preacademic skills** among the *least important* developmental areas for preschool-aged children; only in Nigeria and Thailand do teachers rank this category as *most important.* This finding comes at a time when most countries are giving academic performance in elementary school new emphasis. The IEA's Study of Reading Literacy (Elley, 1992) and the IEA's more recent Third International Mathematics and Science Study (Beaton, Martin, et al., 1996; Beaton, Mullis, et al., 1996) signify this increased international awareness of the importance of academic achievement. Moreover, this finding about preschool teachers' opinions of **preacademic skills** comes at a time when education is being recognized as a means to create the intellectual base necessary for successful economic development in the postindustrial global society.

Videotapes produced in connection with this study (*High/Scope International Videotape Series,* 1994) show selected teachers from Nigeria and Thailand (the two countries where **preacademic skills** are considered *most important*) in actual early childhood settings. In the Nigerian videotape, some of the teachers are engaged in preaca-

demic activities with children and are following a fairly directive teaching style, which is perhaps a remnant of the British educational practices once used in Nigeria. In comparison, teachers in Thailand, as shown in that country's video, seem to devote less time to preacademic activities and to be less directive in their teaching. A future monograph reporting the Phase 2 observational findings will be able to explore the relationship between how teachers in these two, and in other countries, rank **preacademic skills** and how they allocate classroom time.

Also interesting is the fact that the area of **motor/physical skills** is ranked by teachers (in 9 of 15 countries) as *moderately important*, and by teachers in Ireland, Romania, and the United States as among the *least important*. Historically, considerable attention has been given to the physical development of preschool-aged children, so these findings seem to mark a general change in thinking. Only 3 countries—Greece, Italy, and Poland—report that their teachers give high importance to this area of development.

What Parents Expect: Prioritizing Eight Areas of Child Development

The 5,000 parents involved in this study show less cross-country agreement than do teachers in ranking the eight skill categories (the parent data comparison is across 14 countries because Slovenia did not collect parent expectations data). However, parents in at least 9 of the 14 relevant countries agree that these are *most important* for preschool-aged children:

- **Language skills**
- **Self-sufficiency skills**
- **Social skills with peers**

Also, there is general parental agreement in most countries about the areas of development that are *least important*. That is, parents in at least 10 countries rank these two skill categories among the *least important:*

- **Self-assessment skills**
- **Self-expression skills**

Parents rank the remaining skill categories differently than teachers do. For example, while parents in 5 countries rank preacademic skills among the *most important*, parents in 5 other countries rank this category among the *least important*.

CONGRUENCE BETWEEN TEACHER AND PARENT EXPECTATIONS

There is considerable discussion as to whether children do better in educational settings when parents and teachers hold the same, as opposed to different, views about what is important for children. One view is that the child can move more easily between home and educational setting, feel more welcome in each, learn more effectively, when the expectations of the teacher and the parent are congruent. The alternate view is that children benefit from adults' having differing expectations—that lack of congruence between teacher and parent expectations results in the child having a greater variety of activities, different kinds of adult-child relationships, exposure to more than one concept of responsibility, and so on. To provide a basis for exploring this issue, this study statistically compared teachers' and parents' views about the relative importance of the eight skill categories corresponding to the various areas of child development.

Using Spearman analysis procedures, the study found that in 8 of 14 countries, there is a significant correlation between parents' and teachers' rank-orderings of the skill categories. Among these 8 countries, we find examples where teachers' and parents' rankings are nearly identical (as is the case in Finland, Romania, and Poland, with coefficients of .90 or higher) or at least in solid agreement (as is the case in Nigeria, Belgium, Italy, the United States, and Thailand).

The remaining 6 countries show moderate to low congruence of teacher and parent rankings, with China showing the least congruence of all. The United States overall has a significant correlation between parent and teacher rank-ordering, yet in two of its four types of settings (Head Start and public school preschools, both serving predominantly low-income and special needs children), we see the same independence of teacher and parent views as observed in China. A similar within-country split along what appears to be socioeconomic lines was found by Tudge and associates (1997) in a study of children in Greensboro, North Carolina, U.S.; in Obninsk, Russia; and in Tartu,

Estonia. As discussed in Chapter 6, the range of countries with high congruence (or with little or no congruence) between parents' and teachers' views exhibits no pattern—no common political, economic, or cultural thread—that would permit prediction of such an outcome.

The level of teacher-parent agreement found in this study seems greater than that reported in other research studies. For example, in one U.S. research study, mothers were found to emphasize prosocial skills, whereas teachers were found to emphasize independence, emotional maturity, and self-expression skills (U.S. Department of Education, 1993b). In this IEA Phase 2 study, however, we find *both* parents and teachers giving high priority to **social skills with peers** (i.e., prosocial skills); they also *both* value **self-sufficiency skills**. Also, unlike the congruence findings of the studies of Hindryckx (1986), Katz (1980), and Tudge and associates (1997), this study's teacher/parent congruence findings (except in the case of the United States) seem to be largely unrelated to family socioeconomic status (at least on the macro level) or to teacher experience.

Rescorla (1991) and Tizard and associates (1981) explored teacher and parent emphasis on academic skill acquisition. Both research groups found that parents generally place more emphasis than do teachers on early skills acquisition. And indeed, that trend was found in this IEA study. Although not a major interest of either parents or teachers, **preacademic skills** is more often rated *moderately important* or *most important* by parent groups than by teacher groups across the participating countries. On the whole, however, it can be said that this study's analysis of congruence reveals more agreement than disagreement between teacher and parent groups across the participating countries.

How Teachers and Parents Define the Areas of Child Development

While both teachers and parents seem to agree across most countries that three types of skills—**social skills with peers**, **language skills**, and **self-sufficiency skills**—are the *most important* for young children to develop, this fact alone does not assure us that teachers and parents are talking about exactly the same priorities. Knowing how each group *defines* these three categories is also necessary. Thus, in

every country but China and Slovenia, both teachers and parents were asked to pick out, from a list of 7 to 11 possible subskills, what they considered to be "the most important" subskills (i.e., the functional definition) for each category. (Slovenia asked teachers, but not parents, to name defining subskills.) As had been done with the eight major skill categories, the lists of possible subskills for each category had initially been developed and field tested by the 15 cooperating national research centers.

The principal finding from the subskill-selection data was this: Not only do parents and teachers in most countries tend to prioritize the areas of development for children in the same way, but they also tend to agree about how their top-priority areas of development are defined. That is, when teachers and parents in a given country both say, for example, that **social skills with peers** are *most important* for young children to develop, both parents and teachers are thinking primarily about the same specific subskills, or behaviors, in that area of development. To ensure that a sufficient number of opinions were available in this analysis of how teachers and parents define each chosen skill category, researchers analyzed subskill-selection data only in those cases where at least 20% of a country's teachers or parents designated the category as *most important.*

This finding that teachers and parents agree about the functional definitions of the Expectations Questionnaire's eight skill categories is an important one. It gives confidence that teachers' and parents' responses to the rank-ordering procedure in the Expectations Questionnaire are the product of careful thought and consideration.

What Teachers and Parents Predict About Each Other's Expectations for Children

While it may be good to know whether teachers and parents agree about what they expect young children to learn, it may be even better to know whether they *understand* each other's expectations, even if they differ. Thus, one part of the Expectations Questionnaire asked *teachers* to predict what *parents* might select as priorities for children's learning, and vice versa. The results were as follows:

Teachers are the more accurate predictors. Their predictions of parent priorities most frequently mention four areas: social skills

with peers, language skills, self-sufficiency skills, and **preacademic skills.** The first three categories—**social skills with peers, language skills,** and **self-sufficiency skills**—seem to be natural ones for teachers to name in making predictions, since as we have seen, both teachers and parents in many countries give these areas high priority. But predicting the fourth category—**preacademic skills**—to be a parent priority is an interesting thing for teachers to do, considering that teachers themselves generally rank-order **preacademic skills** among the *least important* for preschool-aged children (recall that teachers in only 2 countries rank this area highly). Thus, in teacher-parent relationships, the role of these skills in the early education program certainly is seen in different ways.

When parents are asked to predict teacher priorities, they make two predictions with fairly high accuracy: **social skills with peers** and **language skills.** Two other less accurate predictions parents somewhat frequently make are **preacademic skills** and **self-expression skills.** These latter two predictions of parents are only rarely chosen as priorities by teachers.

Overall, teacher predictions of parent priorities and actual parent selections of *most important* skills are correlated significantly in 8 of 14 countries. Parent predictions of teacher priorities and actual teacher priorities are less in accord, showing a significant correlation in only 3 of 13 countries. Interestingly, however, parent predictions are significantly correlated with *parents' own* priorities in 7 of 13 countries—leading to the conjecture that parents have used their own priorities as a basis for predicting what teachers expect preschool-aged children to learn.

Thus, while in most countries, teachers understand what parents expect children to learn, unfortunately parents do not have an equally good understanding of teacher expectations. This difference in understanding is probably due not simply to a lack of teacher-parent communication but also to professional and philosophical differences. To bring the divergent viewpoints together in countries where this is a desired goal will require debate about national intent. A real danger (at least where the misconceptions about expectations for **preacademic skills** are concerned) is that teachers may base their educational and developmental programs for 4-year-olds on a mistaken sense of what parents want. Likewise, parents may base their

at-home activities with their children on a mistaken sense of what teachers want. Care and education programs for 4-year-olds must of course be based on cooperative relationships between the educational partners—teachers and parents. But teachers, in developing programs, also must bring to bear knowledge from training, study, and experience and convey program information to parents. With adequate teacher-parent communication, harmony can be achieved—as is evidenced by Finland's early childhood programs, where there is teacher-parent agreement across the board.

How Teachers and Parents Assign Responsibility for the Areas of Child Development

After looking at what teachers and parents expect children to learn, how congruent their expectations (including their definitions of those expectations) are, and how well they understand each other's expectations, it seems appropriate to ask who should follow up on those expectations. In other words, who should take responsibility for helping to develop the various kinds of skills in children?

Considering the findings reported to this point, it should come as no surprise that there is considerable agreement among parents and teachers when they are asked to select, from the eight skill categories, three that they consider important teacher-responsibilities and three that they consider important parental responsibilities (these lists might overlap). Both teachers and parents feel *teachers* should focus on **social skills with peers** (10 countries), **language skills** (7 countries), and **self-expression skills** (5 countries). Both teachers and parents feel that *parents* should focus on **social skills with adults** (9 countries), **self-sufficiency skills** (9 countries) and **language skills** (6 countries).

It is fairly easy to imagine a rationale for the respective assignments of responsibility: Those areas assigned to teachers include two of the areas given highest priority (rank #1, #2, or #3) by both teachers and parents when they rank-order them for 4-year-old children. All three areas assigned to teachers are ones that can be focused on in a setting with a good supply of materials, toys, playmates, and so on—as a care or education setting might be.

The three areas assigned to parents, while including only one (**language skills**) that is of high priority to both teachers and parents

in their rank-ordering, are all areas that parents can and probably do work on well before (and after) children reach age 4 or an out-of-home setting of any kind. Parents, after all, *begin* the language process with children at a very early age. And according to the functional definitions parents and teachers give to **self-sufficiency skills**, this area of development includes skills naturally focused on within the home, the parental domain—the child's ability to take care of personal needs, persist in a task, and avoid dangers; the same can be said of the area of **social skills with adults**, which as parents and teachers define it, includes the child's ability to admit and rectify mistakes, cooperate, and be polite.

Two additional issues are raised by the findings about assignment of responsibilities. The first concerns **preacademic skills**, which is an area that has been singled out before in this summary of study findings. Comparing *rank-order* findings for the various countries with *responsibility-assignment* findings produces some interesting questions:

While some countries' teachers attach high (Nigeria and Thailand) or moderate (Indonesia, Romania, Spain) importance to this area, in two thirds of the 15 relevant countries, teachers give it *least important* status. These rank-order results make it easy to understand why Nigerian teachers consider **preacademic skills** to be one of their three *most important* responsibilities; they also do not conflict with the finding that responsibility for **preacademic skills** is assigned to parents by teachers in only a single country (Indonesia). But the rank-order results do not explain why teachers in not only Nigeria, but also Belgium, Hong Kong, Ireland, Romania, and Spain, *assign this category to themselves as a major responsibility.* What makes teachers in these latter 5 countries take on **preacademic skills** as a serious responsibility when they themselves do not consider these skills to be of highest priority for preschool-aged children? It could be a general response teachers give to the demands of elementary schools, a tendency to extend downward the curriculum practices of upper grades, a desire "to get children ready."

Teachers, in taking on major responsibility for this area of development that they do not give high priority to, could also be responding to parental influence. First of all, compared with teachers, parents across the 14 relevant countries are more evenly divided in their

rank-ordering opinions: Those in China, Hong Kong, Indonesia, Nigeria, and Spain rank **preacademic skills** as *most important*, those in Ireland, Romania, Thailand, and the United States rank them as *moderately important*, and those in Belgium, Finland, Greece, Italy, and Poland rank them as *least important*. Interestingly, parent groups representing each of these three rank-order opinions are among the 9 national parent groups assigning teachers major responsibility for **preacademic skills**: China, Indonesia, and Nigeria (all with the opinion *most important*), Romania and the United States (with the opinion *moderately important*), and Belgium, Greece, Italy, and Poland (with the opinion *least important*). So perhaps parents in some countries, despite their own opinions about the importance of **preacademic skills** for preschool-aged children, also perceive a pressure to "get children ready" for elementary school. They could be passing this concern on to teachers.

A second issue is raised by teachers' and parents' assignment of responsibilities. Some skill categories, though identified by the study's 15 national research centers as worth including in the Expectations Questionnaire, are virtually ignored by both parents and teachers. For example, the category of **motor/physical skills** is identified as among the *most important* by teachers in Greece, Italy, and Poland and by parents in Italy, Nigeria, and Poland. Yet there is no country where either teachers or parents assign this category as an important responsibility of either group—teachers or parents. The same is true for **self-assessment skills**—neither group assigns it as a responsibility of the other. In the case of **motor/physical skills**, the attitude of teachers and parents may be that physical skill development is *natural*, requiring no special oversight or teaching. In the case of **self-assessment skills**, teachers and parents may think that this is an area of development that is of more concern for adults working with older children, not with 4-year-olds. In both cases, there may be a need for both practitioners and parents to have more information on these areas of child development, to learn about their relationship to later academic success and general well-being.

How Demographics Affect Teacher/Parent Expectations

At the outset of this study, project researchers hypothesized that important demographic variables of teachers, such as age, experience

with 4-year-olds, training/education, would differentiate their expectations about what young children should learn. They thought it might be, for example, that younger teachers with more recent training have different expectations than do older teachers. A finding such as this could lead to better understanding and predicting of patterns, which in turn might lead to effective policy recommendations. However, there are no demographic variables in this study that assist toward that goal. In some countries it is possible that variation provided in teacher age, experience, and education is not sufficient to yield statistically significant results. When this study reports findings from classroom observation, however, it is possible that the observed practices of teachers in their early childhood settings may be differentiated by background variables as well as by the teacher expectations reported in this monograph.

Possible Factors Bringing Teacher and Parent Expectations Together

As discovered repeatedly in this study of expectations about what children should learn, teachers in most countries and parents in many countries hold essentially the same views. Both parents and teachers give high priority to childrens' learning to get along with others, learning the language, and learning self-care skills. Indeed, when asked to define what a child actually does to accomplish each of these things, teachers and parents again agree—having **social skills with peers** means to initiate friendships and to play cooperatively—and so it goes for each of the developmental areas. Parent and teacher views are not random, and they tend to be largely the same both within and across most countries.

There *are* countries that differ in some ways from the majority—Thailand is a good example. Thailand's teachers consider **language skills** as one of the *least important* areas of development for 4-year-olds, while teachers in most other countries say just the opposite. Also, in direct opposition to most others countries, they give a *most important* rating to **self-expression skills** and **preacademic skills**. In fact, neither the teacher nor the parent rank-orderings of Thailand are similar to those of any other country. Yet Thailand's teacher and parent rankings correlate significantly with each other (at the overall-

country level), and when teachers and parents assign responsibilities for children's learning, they essentially agree about who will do what.

Nevertheless, there are some similarities between Thailand and the other countries: Thailand's parents, like those in other countries, seem to use their own priorities for children as a basis for their predictions about teacher priorities. Also, when teachers and parents define a skill category, they give the same functional definitions that those in other countries give.

On the whole, Thailand might be said to have one of the more unique expectations profiles, but even this profile includes similarities with other countries. So even the differences that have turned up in this study are not as great as they might at first appear. What causes this tendency for the expectations of parents—and of teachers—to be more similar than different across a world that is obviously so diverse? Can these findings possibly reflect reality? Several factors that would tend to bring teachers and parents together may be at work here.

First, as the physician, the nutritionist, and the dentist have discovered, children the world over develop in closely similar ways, given adequate opportunity. Bruer (1997), in a summary of brain development research, commented, "Normal children in almost any environment acquire these capacities at approximately the same age—children in affluent suburbs, children in destitute inner cities, children in rural-pastoral settings—throughout the world (p. 7)." We in education and care have overlooked, perhaps, that children normally mature in similar physical and intellectual patterns. Piaget and other stage theorists have documented that children develop through a similar series of recognizable steps as they grow and gain experience. Teachers working with 4-year-olds over a period of years become aware of their typical capacities. For example, 4-year-olds do not play games with complex rules and scorekeeping, they need a stable setting in order to be able to participate, they are ready to use language to direct themselves and interact with other children, they love to imitate what they see, and so on. Parents observe children of friends and relatives, spend hours with their own child, discuss differences between siblings as they mature, and thus also develop at least a basic idea of how children develop. If parents' and teachers' views of what children need are shaped by their actual experience

with children every day, every year, no other results than the agreement found in this study are possible.

Second, research center directors in this 15-country IEA project are impressed with apparent widespread dissemination of information about children's normal growth and development. Through grassroots nutrition projects like the 75,000-family Hogares Comunitarios Project serving 730,000 children in Colombia, through caregiver training projects like Finland's training program for home day care mothers, through the widespread health and nutrition projects of UNICEF, sound information about child growth and the needs of children has been widely promulgated (Myers, 1995). Add this information to that adults gain by their daily work with children, and uniform expectations like the ones in this study could certainly develop.

Third, a major force in today's world is the globalization of communication, entertainment, and commerce. Although the countries participating in this study cover a wide political and philosophical spectrum, all are engaged in efforts to expand their respective economies through export, and all recognize the importance of developing an educated populace to support economic expansion. In most countries, citizens support these efforts of government and industry, seeing them as an opportunity to provide a better life for themselves and their families. Thus, parents and teachers of preschool-aged children do their part by encouraging the young children in their care to get along with others, to take care of themselves, and to use language to better their life chances.

❀

Many of the findings reported in this monograph—which arise from analyses of data from the Expectations Questionnaire—set the stage for following reports. In future reports, data from observations conducted in early childhood settings will reveal whether teachers' actions correspond with their beliefs. Do adults *act on* their views about what children should learn and about where responsibility lies?

Appendix A
The Expectations Questionnaire

IEA Preprimary Project

Phase 2

Quality of Life

EXPECTATIONS QUESTIONNAIRE

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Parent/Guardian Expectations Questionnaire

QUALITY OF LIFE STUDY
Phase 2

I. Identifying Information

Setting ID # _____ Date of Interview _____
Child's ID # _____ Interviewer ID # _____
Sex of Child _____ Project Site # _____
Segment # _____ Line # _____
Respondent's Relationship to Child _____
Length of Interview Session _____ Hours Minutes *(circle one)*

II. Interview Questions

P1. What are the most important skills you want your child to learn between the ages of three and five? Using these cards, which illustrate eight different categories of skills, please choose the three most important categories and rank them in order of importance.

(IWER: Give all 8 cards to parent/guardian. Wait until parent/guardian selects and ranks 3 of the 8 cards. Repeat instructions as needed. Verify order of ranking while entering category names below.)

Now, choose the three least important categories and rank them in order of importance.

(IWER: Set aside the 3 three cards that were ranked earlier. Wait until parent/guardian selects and ranks 3 of the remaining 5 cards. Verify order of ranking while entering category names below.)

Using the results from the first two steps, rank the categories from #1 to #8, most important to least important.

(IWER: Arrange the 6 cards that have already been ranked, leaving space between the 2 groups of 3 cards. Hand the parent/guardian the remaining 2 cards to rank order within the space left for them (e.g., ☐☐☐ ☐☐☐ ***)***

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Most Important _____ _____

Second Most Important _____ Third Least Important _____

Third Most Important _____ Second Least Important _____

_____ Least Important _____

(TWER: Show the respondent the card listing the skills in the category chosen as the most important.)

P2. Here is a list of skills in the category you chose as the most important. From this list, please choose the two skills you think are most important for children to learn between the ages of three and five.

(TWER: Repeat for the second and third most important categories.)

Most Important Category _____

_____

Second Most Important Category _____

_____

Third Most Important Category _____

_____

(TWER: Questions P3 and P4 should only be asked of parents/guardians whose child(ren) is cared for by someone other than the parents/guardians themselves.)

P3. From the eight categories of skills, please choose the three you believe your child's teacher/caregiver thinks are the most important ones for a child to do (or learn) when he/she is four years old, and rank them in order of importance..

Parents'/Guardians' Beliefs About Teacher's/Caregiver's Expectations

Most Important _____

Second Most Important _____

Third Most Important _____

P4. We realize that *both* parents and teachers play an important role in teaching children. Of the eight categories of skills, please choose the three you consider most important as part of your responsibility for teaching your child and rank them in order of importance.

(TWER: Allow respondent to complete this task before asking second part of question.)

Now choose the three categories from the group of eight that you think are most important as part of the teacher/caregiver's responsibility for teaching your child and rank them in order of importance.

	Teacher/Caregiver Responsibility	Parent/Guardian Responsibility
Most Important	_____	_____
Second Most Important	_____	_____
Third Most Important	_____	_____

Those are all the questions we have. Thank you for your time.

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IEA/PPI/81 US
August 1991

Teacher/Caregiver Expectations Questionnaire

QUALITY OF LIFE STUDY
Phase 2

Interview Questions

T1. What are the most important skills you think children should learn between the ages of three and five? Using these cards, which illustrate eight different categories of skills, please choose the three most important categories and rank them in order of importance.

(IWER: Give all 8 cards to teacher/caregiver. Wait until he/she selects and ranks 3 of the 8 categories. Repeat instructions as needed. Verify order of ranking while entering category names below.)

Now, choose the three least important categories and rank them in order of importance.

(IWER: Set aside the 3 cards that were ranked earlier. Wait until teacher/caregiver selects and ranks 3 of the remaining 5 cards. Verify order of ranking while entering category names below.)

Using the results from the first two steps, rank the categories from #1 to #8, most important to least important.

(IWER: Arrange the 6 cards that have already been ranked, leaving a space between the 2 groups of 3 cards. Hand the teacher/caregiver the remaining 2 cards to rank order within the space left for them (e.g., 1 2 3 [ ] [ ] 6 7 8).)

Most Important _____ _____

Second Most Important _____ Third Least Important _____

Third Most Important _____ Second Least Important _____

_____ Least Important _____

(IWER: Show the respondent the card listing the skills in the category chosen as most important.)

T2. Here is a list of skills in the category you chose as the most important. From this list, please choose the two skills you think are most important for children to learn between the ages of three and five.

(IWER: Repeat for the second and third most important categories.)

Most Important Category _____
_____

Second Most Important Category _____
_____

Third Most Important Category _____
_____

T3. From the eight categories of skills, please choose the three you believe most of the parents/guardians of children in your setting think are the most important ones for their children to do (or learn) when they are four years old, and rank them in order of importance.

Teacher's/Caregiver's Beliefs About Parents'/Guardians' Expectations

Most Important _____
Second Most Important _____
Third Most Important _____

T4. We realize that *both* teachers and parents play an important role in teaching children. Of the eight categories of skills, please choose the three you consider most important as part of your responsibility for teaching the children and rank them in order of importance.

(IWER: Allow respondent to complete this task before asking second part of question.)

Now choose the three categories from the group of eight that you think are most important as part of the parent's responsibility for teaching his/her child and rank them in order of importance.

	Teacher/Caregiver Responsibility	**Parent/Guardian Responsibility**
Most Important	_____	_____
Second Most Important	_____	_____
Third Most Important	_____	_____

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Appendix B
Supplementary Tables for Chapter 5

Table B.1 Teacher mean-rank scores for skill categories and percentage of teachers assigning rank within 1 rank of the mean

Country/ Territory	*N*	Skill Category: Language Skills Mean (%)	Motor/ Physical Skills Mean (%)	Pre-academic Skills Mean (%)	Self-assessment Skills Mean (%)	Self-expression Skills Mean (%)	Self-sufficiency Skills Mean (%)	Social Skills With Adults Mean (%)	Social Skills With Peers Mean (%)
Belgium (Liège Pr., Brussels)	55	3.52 (50)	3.93 (48)	7.02 (85)	4.48 (38)	4.91 (59)	2.72 (50)	5.95 (62)	3.47 (47)
China (PRC, 6 pr.)	407	2.93 (51)	4.12 (44)	6.16 (29)	5.74 (60)	4.38 (39)	3.82 (40)	4.71 (41)	4.06 (52)
Finland	155	4.41 (45)	4.51 (53)	7.17 (88)	5.22 (45)	4.90 (52)	2.82 (57)	4.78 (50)	2.14 (86)
Greece (urban)	71	3.96 (47)	3.74 (45)	6.28 (42)	4.86 (49)	4.95 (46)	2.99 (47)	6.00 (63)	3.19 (57)
Hong Kong*	51	2.66 (52)	4.64 (68)	6.12 (30)	5.60 (54)	4.06 (54)	3.03 (62)	6.71 (81)	3.19 (57)
Indonesia** (Java)	121	3.98 (34)	3.99 (47)	4.82 (39)	5.88 (63)	5.01 (46)	3.69 (37)	5.28 (40)	3.29 (55)
Ireland	109	3.22 (48)	5.70 (52)	5.00 (33)	4.89 (38)	4.47 (46)	4.30 (42)	5.47 (41)	2.57 (56)
Italy	143	3.74 (41)	2.92 (53)	6.35 (38)	5.87 (51)	4.31 (52)	3.59 (42)	5.93 (71)	3.27 (51)

Table B.1 (cont.) Teacher mean-rank scores for skill categories and percentage of teachers assigning rank within 1 rank of the mean

Country/ Territory	*N*	Skill Category: Language Skills Mean (%)	Motor/ Physical Skills Mean (%)	Pre-academic Skills Mean (%)	Self-assessment Skills Mean (%)	Self-expression Skills Mean (%)	Self-sufficiency Skills Mean (%)	Social Skills With Adults Mean (%)	Social Skills With Peers Mean (%)
Nigeria*[b] (3 states)	45	3.24 (47)	5.07 (56)	2.60 (36)	5.40 (35)	5.07 (30)	5.55 (68)	4.86 (57)	4.01 (37)
Poland	124	4.10 (51)	3.53 (46)	6.52 (74)	5.50 (53)	4.62 (34)	4.98 (43)	4.14 (49)	2.46 (78)
Romania*	69	3.03 (51)	4.97 (38)	4.72 (30)	5.94 (52)	5.06 (48)	4.12 (45)	4.74 (53)	3.34 (56)
Slovenia	44	2.67 (58)	4.26 (54)	6.00 (43)	5.56 (51)	3.88 (51)	3.93 (42)	6.58 (79)	3.00 (50)
Spain (Cat.)	54	2.81 (57)	4.54 (46)	4.50 (37)	5.62 (62)	5.29 (39)	3.42 (35)	5.77 (60)	3.81 (43)
Thailand	53	4.64 (45)	3.87 (47)	3.83 (42)	6.81 (77)	3.60 (49)	3.19 (53)	5.92 (57)	4.13 (36)
United States* (6 sites)	132	3.55 (29)	5.48 (40)	5.83 (34)	4.78 (44)	4.01 (44)	3.99 (42)	5.44 (53)	2.84 (61)

Note. Asterisk (*) indicates that weighted data were used for analysis.
[a]Data collected from more than one teacher in each setting.
[b]Data from only 2 of the 3 Nigerian states.

Table B.2 Teachers' national-level rankings of skill categories in countries with significant differences across types of settings

Country/ Territory	Skill Category							
	Language Skills	Motor/ Physical Skills	Pre-academic Skills	Self-assessment Skills	Self-expression Skills	Self-sufficiency Skills	Social Skills With Adults	Social Skills With Peers
Ireland[a]								
Nondisadvantaged preschools	2	6	7	5	4	3	8	1
Disadvantaged preschools	2	7	8	3	5	4	6	1
Disadvantaged national schools	2	7	3	8	5	4	6	1
Nondisadvantaged national schools	2	8	6	5	3	4	7	1
Romania[b]								
Urban normal kindergartens	1	5	7	8	6	3	4	2
Rural normal kindergartens	2.5	4	7	8	6	2.5	5	1
Urban long kindergartens	1	7	3	8	5	4	6	2
Thailand[c]								
Educational programs	6	4	2	8	3	1	7	5
Child care centers	6	2	5	8	1	4	7	3
United States[d] (6 sites)								
Head Start	2	5	8	6	3	4	7	1
Public school preschools	1	6	5	7	4	3	8	2
Other organized programs	2	8	7	6	4	3	5	1
Family day care homes	5	6	8	2	3.5	3.5	7	1

[a]Sig. diff.: Nondisadv. preschools/disadv. natl. schools (Rho = .61); disadv. preschools/disadv. national schools (Rho = .40)
[b]Sig. diff.: Urb. norm. K/urb. long K (Rho = .69); rur. norm. K/urb. long K (Rho = .61) [c] Rho = .64 [d]Sig. diff.: Head Start/fam. day care homes (Rho = .68); pub. preschools/fam. day care homes (Rho = .37); other org. programs/fam. day care homes (Rho = .58)

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Table B.3 Parent mean-rank scores for skill categories and percentage of parents assigning rank within 1 rank of the mean

Country/ Territory	*N*	Skill Category: Language Skills Mean (%)	Motor/ Physical Skills Mean (%)	Pre-academic Skills Mean (%)	Self-assessment Skills Mean (%)	Self-expression Skills Mean (%)	Self-sufficiency Skills Mean (%)	Social Skills With Adults Mean (%)	Social Skills With Peers Mean (%)
Belgium (Liège Pr., Brussels)	165	3.48 (55)	4.96 (45)	5.10 (35)	4.50 (46)	5.62 (47)	3.68 (33)	5.49 (41)	3.10 (57)
China (PRC, 6 pr.)	876	3.48 (54)	4.62 (39)	3.36 (39)	5.59 (51)	4.97 (39)	4.35 (36)	4.79 (38)	5.03 (47)
Finland	318	4.64 (46)	4.83 (42)	6.44 (33)	4.91 (46)	4.91 (49)	2.91 (55)	4.85 (46)	2.51 (55)
Greece (urban)	157	4.28 (32)	5.26 (44)	4.77 (39)	4.50 (39)	5.24 (45)	3.69 (37)	4.61 (29)	3.63 (41)
Hong Kong*	198	3.50 (42)	4.82 (46)	3.31 (47)	6.07 (54)	5.18 (39)	3.57 (41)	5.62 (46)	3.83 (44)
Indonesia* (Java)	251	3.63 (31)	5.47 (38)	3.62 (47)	5.19 (45)	5.27 (47)	3.98 (32)	4.81 (41)	4.03 (40)
Ireland	396	4.37 (42)	6.44 (45)	4.27 (32)	4.12 (37)	5.03 (41)	4.51 (39)	4.19 (44)	2.98 (57)
Italy	500	4.67 (44)	3.92 (36)	5.20 (33)	5.48 (46)	4.65 (45)	3.44 (50)	5.21 (38)	3.39 (48)

Table B.3 (cont.) Parent mean-rank scores for skill categories and percentage of parents assigning rank within 1 rank of the mean

Country/ Territory	*N*	Skill Category: Language Skills Mean (%)	Motor/ Physical Skills Mean (%)	Pre-academic Skills Mean (%)	Self-assessment Skills Mean (%)	Self-expression Skills Mean (%)	Self-sufficiency Skills Mean (%)	Social Skills With Adults Mean (%)	Social Skills With Peers Mean (%)
Nigeria[a] (3 states)	208	3.10 (49)	4.40 (28)	2.70 (47)	5.61 (57)	5.05 (35)	4.99 (42)	4.89 (50)	4.70 (44)
Poland	496	4.19 (40)	4.01 (41)	5.55 (39)	5.04 (41)	5.33 (42)	4.59 (39)	4.13 (49)	3.00 (54)
Romania*	276	3.42 (48)	4.95 (37)	4.46 (37)	6.05 (49)	4.99 (41)	3.39 (51)	4.61 (32)	4.05 (48)
Slovenia[b]	—	—	—	—	—	—	—	—	—
Spain (Cat.)	215	3.90 (44)	5.46 (53)	3.65 (33)	4.91 (39)	5.02 (36)	4.47 (44)	4.76 (40)	3.73 (41)
Thailand	212	4.15 (41)	5.58 (50)	4.26 (44)	5.98 (46)	4.09 (43)	3.09 (40)	4.62 (46)	4.23 (45)
United States* (6 sites)	559	3.65 (37)	5.77 (53)	4.27 (29)	4.71 (36)	4.75 (36)	4.18 (38)	4.81 (41)	3.59 (45)

Note. Asterisk (*) indicates that weighted data were used for analysis. Slovenia supplied no parent rank-orderings.

[a] Data from only 2 of the 3 Nigerian states.

[b] Expectations Questionnaire not administered to Slovenian parents.

Table B.4 Parents' national-level rankings of skill categories in countries with significant differences across types of settings

Country/ Territory	Skill Category							
	Language Skills	Motor/ Physical Skills	Pre-academic Skills	Self-assessment Skills	Self-expression Skills	Self-sufficiency Skills	Social Skills With Adults	Social Skills With Peers
Ireland[a]								
Nondisadvantaged preschools	3	8	4	2	5	6	7	1
Disadvantaged preschools	4	8	2.5	5	7	6	2.5	1
Disadvantaged national schools	6	8	3	5	7	4	2	1
Nondisadvantaged national schools	4	8	6	2	7	5	3	1
Thailand[b]								
Educational programs	5	7	4	8	2	1	6	3
Child care centers	2	7	5	8	4	1	3	6
United States[c] (6 sites)								
Head Start	2	8	1	7	6	3	4	5
Public school preschools	4	8	1	7	6	3	2	5
Other organized programs	1	8	3	7	5	4	6	2
Family day care homes	2	8	6	5	4	3	7	1
Own homes	2	8	6	4	5	3	7	1

[a] Sig. diff.: Nondisadv. preschools/disadv. preschools (Rho = .60); nondisadv. preschools/disadv. natl. schools (Rho = .38); nondisadv. preschools/nondisadv. natl. schools (Rho = .69); disadv. preschools/nondisadv. natl. schools (Rho = .69)

[b] Rho = .62

[c] Sig. diff.: Head Start/other org. programs (Rho = .52); Head Start/fam. day care homes (Rho = .07); Head Start/own homes (Rho = .05); pub. preschools/fam. day care homes (Rho = .31); pub. preschools/own homes (Rho = .29)

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Appendix C
Supplementary Table for Chapter 6

Table C.1 Teachers' (T) and parents' (P) national-level rankings of the skill categories

Country/Territory	Group	Correlation Coefficient	Language Skills	Motor/Physical Skills	Preacademic Skills	Self-assessment Skills	Self-expression Skills	Self-sufficiency Skills	Social Skills With Adults	Social Skills With Peers
Belgium (Liège Pr., Brussels)	**T**	**.81+**	**3**	**4**	**8**	**5**	**6**	**1**	**7**	**2**
	P		**2**	**5**	**6**	**4**	**8**	**3**	**7**	**1**
Public nursery schools	T	.67	2	3.5	8	6	5	1	7	3.5
	P		1.5	5	6	4	8	3	7	1.5
Private nursery schools	T	.69	5	3	8	4	6	1	7	2
	P		2	5	6	4	8	3	7	1
China (PRC, 6 pr.)	**T**	**.17**	**1**	**4**	**8**	**7**	**5**	**2**	**6**	**3**
	P		**2**	**4**	**1**	**8**	**6**	**3**	**5**	**7**
Urban kindergartens	T	.38	1	4	8	7	5	2	6	3
	P		1	4	2	8	7	3	5	6
Rural kindergartens	T	.29	1	2	7	8	3	4	6	5
	P		2	4.5	1	8	6	3	4.5	7
Finland	**T**	**.98+**	**3**	**4**	**8**	**7**	**6**	**2**	**5**	**1**
	P		**3**	**4**	**8**	**6.5**	**6.5**	**2**	**5**	**1**
Child care centers	T	.79+	3	4	8	7	5	2	6	1
	P		3	6	8	4	7	2	5	1
Family day care homes	T	.93+	3.5	3.5	8	7	6	2	5	1
	P		3	5	8	6	7	2	4	1
Greece (urban)	**T**	**.55**	**4**	**3**	**8**	**5**	**6**	**1**	**7**	**2**
	P		**3**	**8**	**6**	**4**	**7**	**2**	**5**	**1**
Public kindergartens	T	.64	3	4	8	5	6	1	7	2
	P		3	8	6	5	7	1	4	2
Child care centers	T	.24	4	2	8	6	5	1	7	3
	P		4	8	5	3	7	2	6	1

Table C.1 (cont.) Teachers' (T) and parents' (P) national-level rankings of the skill categories

Country/Territory	Group	Correlation Coefficient	Language Skills	Motor/Physical Skills	Preacademic Skills	Self-assessment Skills	Self-expression Skills	Self-sufficiency Skills	Social Skills With Adults	Social Skills With Peers
Hong Kong*	**T**	**.43**	**1**	**5**	**7**	**6**	**4**	**2**	**8**	**3**
	P		**2**	**5**	**1**	**8**	**6**	**3**	**7**	**4**
Kindergartens	T	.43	1	5	7	6	4	2	8	3
	P		2	5	1	8	6	3	7	4
Child care centers	T	.37	2	4	7.5	7.5	5	1	6	3
	P		2	6	1	8	5	3	7	4
Indonesia* (Java)	**T**	**.38**	**3**	**4**	**5**	**8**	**6**	**2**	**7**	**1**
	P		**2**	**8**	**1**	**6**	**7**	**3**	**5**	**4**
Urban kindergartens	T	.43	4	3	5	8	6	2	7	1
	P		3	6	1	5	8	2	7	4
Rural kindergartens	T	.45	3	4	5	8	6	2	7	1
	P		1	8	2	6	7	4	5	3
Ireland	**T**	**.33**	**2**	**8**	**6**	**5**	**4**	**3**	**7**	**1**
	P		**5**	**8**	**4**	**2**	**7**	**6**	**3**	**1**
Nondisadvantaged preschools	T	.52	2	6	8	5	4	3	7	1
	P		3	8	4	2	5	6	7	1
Disadvantaged preschools	T	.42	2	8	7	3	5	4	6	1
	P		4	8	2.5	5	7	6	2.5	1
Disadvantaged national schools	T	.45	2	7	3	8	5	4	6	1
	P		6	8	3	5	7	4	2	1
Nondisadvantaged national schools	T	.24	2	7	5	6	3	4	8	1
	P		4	8	6	2	7	5	3	1
Italy	**T**	**.81+**	**4**	**1**	**8**	**6**	**5**	**3**	**7**	**2**
	P		**5**	**3**	**6**	**8**	**4**	**2**	**7**	**1**

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Table C.1 (cont.) Teachers' (T) and parents' (P) national-level rankings of the skill categories

Country/Territory	Group	Correlation Coefficient	Language Skills	Motor/Physical Skills	Preacademic Skills	Self-assessment Skills	Self-expression Skills	Self-sufficiency Skills	Social Skills With Adults	Social Skills With Peers
Nigeria* (3 states)	**T**	**.86+**	**2**	**5.5**	**1**	**7**	**5.5**	**8**	**4**	**3**
	P		**2**	**3**	**1**	**8**	**7**	**6**	**5**	**4**
Poland	**T**	**.90+**	**3**	**2**	**8**	**7**	**5**	**6**	**4**	**1**
	P		**4**	**2**	**8**	**6**	**7**	**5**	**3**	**1**
Urban preschools	T	.93+	3	2	8	7	5	6	4	1
	P		3	2	8	6	7	5	4	1
Rural preschools	T	.79+	3	2	8	7	5	6	4	1
	P		4	3	7	6	8	5	2	1
Romania*	**T**	**.93+**	**1**	**6**	**4**	**8**	**7**	**3**	**5**	**2**
	P		**2**	**6**	**4**	**8**	**7**	**1**	**5**	**3**
Urban normal kindergartens	T	.81+	1	5	7	8	6	3	4	2
	P		1	7	4	8	6	2	5	3
Rural normal kindergartens	T	.71+	1	7	3	8	5	4	6	2
	P		2	6	5	8	7	1	4	3
Urban long kindergartens	T	.63	2.5	4	7	8	6	2.5	5	1
	P		2	5	3	8	7	1	6	4
Spain (Catalonia)	**T**	**.55**	**1**	**5**	**4**	**7**	**6**	**2**	**8**	**3**
	P		**3**	**8**	**1**	**6**	**7**	**4**	**5**	**2**
Public kindergartens	T	.45	1	4	5	8	6	2	7	3
	P		3	8	1	6	5	4	7	2
Private kindergartens	T	.40	1	5	3	7	6	2	8	4
	P		3	8	2	6	7	5	4	1

Table C.1 (cont.) Teachers' (T) and parents' (P) national-level rankings of the skill categories

Country/Territory	Group	Correlation Coefficient	Language Skills	Motor/Physical Skills	Preacademic Skills	Self-assessment Skills	Self-expression Skills	Self-sufficiency Skills	Social Skills With Adults	Social Skills With Peers
Thailand	**T**	**.71+**	**6**	**4**	**3**	**8**	**2**	**1**	**7**	**5**
	P		**3**	**7**	**5**	**8**	**2**	**1**	**6**	**4**
Educational programs	T	.76+	6	4	2	8	3	1	7	5
	P		5	7	4	8	2	1	6	3
Child care centers	T	.00	6	2	5	8	1	4	7	3
	P		2	7	5	8	4	1	3	6
United States* (6 sites)	**T**	**.74+**	**2**	**7**	**8**	**5**	**4**	**3**	**6**	**1**
	P		**2**	**8**	**4**	**5**	**6**	**3**	**7**	**1**
Head Start	T	-.12	2	5	8	6	3	4	7	1
	P		2	8	1	7	6	3	4	5
Public school preschools	T	.07	1	6	5	7	4	3	8	2
	P		4	8	1	7	6	3	2	5
Other organized programs	T	.74+	2	8	7	6	4	3	5	1
	P		1	8	3	7	5	4	6	2
Family day care homes	T	.68	5	6	8	2	3.5	3.5	7	1
	P		2	8	6	5	4	3	7	1

Note. Asterisk (*) indicates that weighted data were used for analysis. The symbol + indicates that $p < .05$. Slovenia supplied no parent Questionnaire data and is therefore omitted from table.

Appendix D
Supplementary Tables for Chapter 7

Table D.1 Social skills with peers category: Teachers (T) and parents (P) identifying specific subskills as important

Country/ Territory	*N*	% Ranking Category #1, #2, #3	% Considering Subskill Important								
			Initiate/ Form Friend-ships	Play Cooper-atively	Share Toys	Correct Mistake/ Admit Wrong	Respect Work/ Belongings	Under-stand Different Opinions	Offer Help When Needed	Comfort Child in Distress	Express Anger Appro-priately
	T (P)	T (P)	T (P)	T (P)	T (P)	T (P)	T (P)	T (P)	T (P)	T (P)	T (P)
Belgium (Liège Pr., Brussels)	55 (165)	53 (66)	65 (68)	39	-	- (28)	26 (31)	- (25)	-	-	-
Finland	155 (318)	86 (80)	48 (54)	62 (49)	-	33 (41)	-	-	-	-	-
Greece (urban)	71 (157)	71 (58)	42 (40)	58 (34)	-	31 (48)	-	-	-	-	-
Hong Kong*	51 (198)	63 (46)	61 (54)	33	61 (47)	- (40)	-	-	-	-	-
Indonesia* (Java)	121 (251)	64 (50)	53 (35)	41	25 (28)	31 (41)	-	-	-	-	-
Ireland	109 (396)	76 (67)	57 (40)	64 (40)	-	- (33)	36	-	-	-	-
Italy	143 (500)	62 (58)	50 (41)	49 (47)	-	-	33	26	-	-	-

Table D.1 (cont.) Social skills with peers category: Teachers (T) and parents (P) identifying specific subskills as important

Country/ Territory	*N*	% Ranking Category #1, #2, #3	% Considering Subskill Important: Initiate/ Form Friend-ships	Play Cooper-atively	Share Toys	Correct Mistake/ Admit Wrong	Respect Work/ Belongings	Under-stand Different Opinions	Offer Help When Needed	Comfort Child in Distress	Express Anger Appro-priately
	T (P)	T (P)	T (P)	T (P)	T (P)	T (P)	T (P)	T (P)	T (P)	T (P)	T (P)
Nigeria* (3 states)	45 (208)	50 (32)	52 (50)	88 (84)	- (27)	-	-	-	-	-	-
Poland	124 (496)	78 (68)	29	55 (47)	-	39 (46)	30	-	-	-	-
Romania*	69 (276)	63 (46)	36 (28)	64 (36)	- (32)	30 (33)	32	-	- (26)	-	-
Slovenia	44 (143)	64 ( )	44	26	-	37	-	-	-	-	-
Spain (Cat.)	54 (215)	53 (53)	46 (44)	38	38	- (27)	42	-	- (28)	-	-
Thailand	53 (212)	42 (40)	41 (40)	27 (25)	45	41 (46)	27 (40)	-	-	-	-
United States* (6 sites)	132 (559)	75 (57)	43 (49)	55 (47)	-	- (25)	32	-	-	-	35 (27)

Note. Percentages less than 25% are not included in this table. China supplied no teacher/parent subskill data; Slovenia supplied no parent subskill data. Asterisk (*) indicates that weighted data were used for analysis.

Table D.2 Language skills category: Teachers (T) and parents (P) identifying specific subskills as important

Country/ Territory	*N*	% Ranking Category #1, #2, #3	% Considering Subskill Important: Engage in Conversation	Pronounce Words Correctly	Use New Words Properly	Describe Experience Clearly	Ask Questions When Confused	Explain Point of View	Retell/ Make up Stories	Answer Questions About Story	Communicate Feelings in Words
	T (P)	T (P)	T (P)	T (P)	T (P)	T (P)	T (P)	T (P)	T (P)	T (P)	T (P)
Belgium (Liège Pr., Brussels)	55 (165)	59 (54)	38	- (26)	-	35 (26)	50 (46)	-	-	-	50 (49)
Finland	155 (318)	37 (30)	75 (46)	-	-	-	46 (59)	-	-	-	44 (42)
Greece (urban)	71 (157)	47 (39)	39 (25)	- (34)	-	-	44 (68)	-	-	-	28 (28)
Hong Kong*	51 (198)	67 (52)	50 (48)	34 (49)	-	-	53 (53)	-	-	-	34
Indonesia* (Java)	121 (251)	44 (53)	32	55 (70)	-	-	- (37)	-	-	-	32
Ireland	109 (396)	61 (40)	45 (27)	-	-	-	39 (61)	-	-	-	71 (42)
Italy	143 (500)	52 (33)	37 (29)	25 (40)	-	37	- (33)	-	-	-	45 (33)
Nigeria* (3 states)	45 (208)	72 (67)	40 (41)	50 (58)	-	36	- (25)	-	-	-	-

Table D.2 (cont.) Language skills category: Teachers (T) and parents (P) identifying specific subskills as important

Country/ Territory	*N*	% Ranking Category #1, #2, #3	% Considering Subskill Important: Engage in Conversation	Pronounce Words Correctly	Use New Words Properly	Describe Experience Clearly	Ask Questions When Confused	Explain Point of View	Retell/ Make up Stories	Answer Questions About Story	Communicate Feelings in Words
	T (P)	T (P)	T (P)	T (P)	T (P)	T (P)	T (P)	T (P)	T (P)	T (P)	T (P)
Poland	124 (496)	37 (41)	-	33 (43)	-	44 (26)	27 (36)	-	-	-	33 (25)
Romania	69 (276)	68 (61)	25 (33)	66 (45)	-	-	47 (55)	-	-	-	-
Slovenia	44 (143)	72 ( )	84	-	-	-	-	-	-	-	29
Spain (Cat.)	54 (215)	76 (47)	57 (38)	30 (37)	-	-	- (43)	-	-	-	41 (31)
Thailand	53 (212)	34 (47)	56 (41)	39 (45)	-	-	- (24)	-	-	-	28 (38)
United States* (6 sites)	132 (559)	57 (54)	55 (42)	-	-	-	37 (45)	-	-	-	73 (68)

Note. Percentages less than 25% are not included in this table. China supplied no teacher/parent subskill data; Slovenia supplied no parent subskill data. Asterisk (*) indicates that weighted data were used for analysis.

Table D.3 Self-sufficiency skills category: Teachers (T) and parents (P) identifying specific subskills as important

Country/ Territory	*N*	% Ranking Category #1, #2, #3	% Considering Subskill Important										
			Play by Self	Dress Self	Attend to Personal Needs	Clean/ Pick Up After Self	Not Lose/ Forget Things	Keep Things in Order	Ask For Help When Needed	Show Persistence in Task	Eat Healthful Food	Use Telephone Properly	Recognize/ Avoid Danger
	T (P)	T (P)	T (P)	T (P)	T (P)	T (P)	T (P)	T (P)	T (P)	T (P)	T (P)	T (P)	T (P)
Belgium (Liège Pr., Brussels)	55 (165)	71 (57)	25	-	78 (31)	-	-	-	28	44 (39)	-	-	- (47)
Finland	155 (318)	74 (67)	-	32	69 (36)	-	-	-	32	28	-	-	- (28)
Greece (urban)	71 (157)	71 (55)	-	-	79 (58)	-	-	-	-	32 (37)	-	-	27 (47)
Hong Kong	51 (198)	68 (56)	-	-	86 (64)	-	-	-	-	-	-	-	43 (53)
Indonesia* (Java)	121 (251)	53 (51)	-	-	35 (36)	54 (26)	-	-	-	35 (29)	- (29)	-	- (26)
Ireland	109 (396)	42 (38)	-	-	59 (43)	-	-	-	32 (33)	-	-	-	32 (45)
Italy	143 (500)	50 (58)	-	-	65 (52)	-	-	- (34)	-	32	-	-	- (38)

Table D.3 (cont.) Self-sufficiency skills category: Teachers (T) and parents (P) identifying specific subskills as important

Country/ Territory	*N*	% Ranking Category #1, #2, #3	% Considering Subskill Important										
			Play by Self	Dress Self	Attend to Personal Needs	Clean/ Pick Up After Self	Not Lose/ Forget Things	Keep Things in Order	Ask For Help When Needed	Show Persistence in Task	Eat Healthful Food	Use Telephone Properly	Recognize/ Avoid Danger
	T (P)	T (P)	T (P)	T (P)	T (P)	T (P)	T (P)	T (P)	T (P)	T (P)	T (P)	T (P)	T (P)
Nigeria* (3 states)	45 (208)	15 (27)	- (78)	- (25)	- (26)	-	-	-	- (26)	-	-	-	-
Poland	124 (496)	26 (36)	26	-	58 (48)	- (28)	-	-	-	48 (28)	-	-	-
Romania	69 (276)	39 (63)	-	25 (29)	69 (62)	-	-	- (32)	-	31	-	-	-
Slovenia	44 (143)	42 ( )	-	-	67	-	-	-	28	44	-	-	-
Spain (Cat.)	54 (215)	54 (38)	-	-	76 (48)	-	-	-	36	-	-	-	- (44)
Thailand	53 (212)	60 (67)	-	25 (30)	69 (48)	13	-	34	-	-	-	-	25
United States* (6 sites)	132 (559)	51 (47)	-	-	76 (52)	-	-	-	-	- (25)	-	-	46 (52)

Note. Percentages less than 25% are not included in this table. China supplied no teacher/parent subskill data; Slovenia supplied no parent subskill data. Asterisk (*) indicates that weighted data were used for analysis.

Table D.4 Self-expression skills category: Teachers (T) and parents (P) identifying specific subskills as important

Country/ Territory	*N*	% Ranking Category #1, #2, #3	% Considering Subskill Important: Create Picture/ Design/ Object	Manipulate Sensory Materials	Listen Attentively to Music	Create/ Imitate Rhythms	Sing Songs/ Rhymes	Dance to Music	Play Imaginatively With Toys	Role-play Daily Life Scenes
	T (P)	T (P)	T (P)	T (P)	T (P)	T (P)	T (P)	T (P)	T (P)	T (P)
Belgium (Liège Pr., Brussels)	55 (165)	21 (19)	-	33	-	-	-	-	58	92
Finland	155 (318)	25 (26)	-	28	-	-	- (40)	-	53 (46)	72 (60)
Greece (urban)	71 (152)	27 (22)	29	52 (32)	-	-	-	-	38 (46)	57 (30)
Hong Kong*	51 (198)	41 (27)	26 (36)	63 (38)	-	-	-	-	47 (40)	32 (33)
Indonesia* (Java)	121 (251)	25 (20)	-	30 (44)	-	-	60 (39)	-	-	60 (44)
Ireland	109 (396)	37 (29)	- (27)	69 (41)	-	-	- (28)	-	56 (43)	41 (35)
Italy	143 (500)	37 (32)	37 (33)	60 (50)	-	-	-	-	33 (50)	52 (34)

Table D.4 (cont.) Self-expression skills category: Teachers (T) and parents (P) identifying specific subskills as important

Country/ Territory	*N*	% Ranking Category #1, #2, #3	% Considering Subskill Important: Create Picture/ Design/ Object	Manipulate Sensory Materials	Listen Attentively to Music	Create/ Imitate Rhythms	Sing Songs/ Rhymes	Dance to Music	Play Imagina-tively With Toys	Role-play Daily Life Scenes
	T (P)	T (P)	T (P)	T (P)	T (P)	T (P)	T (P)	T (P)	T (P)	T (P)
Nigeria* (3 states)	45 (208)	34 (29)	46 (26)	- (33)	-	37	54 (33)	-	31 (45)	-
Poland	124 (486)	37 (22)	- (43)	59 (46)	-	-	-	-	32 (32)	59 (37)
Romania*	69 (276)	24 (26)	35 (46)	53 (34)	-	-	- (31)	-	59 (34)	-
Slovenia	44 (143)	47 ( )	-	55	-	-	-	-	50	55
Spain (Cat.)	54 (215)	21 (29)	- (36)	70 (39)	-	-	-	-	30 (36)	50 (43)
Thailand	53 (212)	55 (44)	- (29)	62 (33)	-	-	31 (30)	- (37)	28 (25)	28 (28)
United States* (6 sites)	132 (559)	46 (35)	- (25)	36 (28)	-	-	-	-	64 (56)	57 (66)

Note. Percentages less than 25% are not included in this table. China supplied no teacher/parent subskill data; Slovenia supplied no parent subskill data. Asterisk (*) indicates that weighted data were used for analysis.

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Table D.5 Motor/physical skills category: Teachers (T) and parents (P) identifying specific subskills as important

Country/ Territory	*N*	% Ranking Category #1, #2, #3	% Considering Subskill Important								
			Run/ Jump/ Skip	Throw/ Kick/ Catch	Slide/ Swing/ Climb	Ride Bike/ Riding Toy	Balance on 1 Leg	Hop on 1 Foot	Do Somer-sault	Do Calis-thenics Routine	Play Organized Physical Games
	T (P)	T (P)	T (P)	T (P)	T (P)	T (P)	T (P)	T (P)	T (P)	T (P)	T (P)
Belgium (Liège Pr., Brussels)	55 (165)	41 (26)	54 (41)	-	-	-	-	-	-	75 (59)	33 (47)
Finland	155 (318)	30 (30)	49 (42)	26 (33)	35	- (40)	-	-	-	-	30 (29)
Greece (urban)	71 (157)	49 (20)	58 (36)	31	-	- (39)	-	-	-	33 (42)	42 (44)
Hong Kong*	51 (198)	23 (29)	25 (29)	31	38 (49)	- (36)	-	-	-	81 (40)	-
Indonesia* (Java)	121 (251)	46 (21)	-	29	43	-	-	-	-	62 (63)	- (37)
Ireland	109 (396)	16 (10)	-	-	-	-	-	-	-	-	-
Italy	143 (500)	68 (48)	67 (57)	40	29 (28)	-	-	-	-	30 (35)	- (27)

Table D.5 (cont.) Motor/physical skills category: Teachers (T) and parents (P) identifying specific subskills as important

Country/ Territory	*N*	% Ranking Category #1, #2, #3	% Considering Subskill Important: Run/ Jump/ Skip	Throw/ Kick/ Catch	Slide/ Swing/ Climb	Ride Bike/ Riding Toy	Balance on 1 Leg	Hop on 1 Foot	Do Somer-sault	Do Calis-thenics Routine	Play Organized Physical Games
	T (P)	T (P)	T (P)	T (P)	T (P)	T (P)	T (P)	T (P)	T (P)	T (P)	T (P)
Nigeria* (3 states)	45 (208)	19 (42)	- (56)	- (58)	- (28	-	-	-	-	-	- (27)
Poland	124 (496)	54 (47)	51 (48)	33 (32)	-	- (36)	-	-	-	27	34 (33)
Romania*	69 (276)	30 (32)	46 (29)	54 (38)	-	-	-	-	-	38 (41)	-
Slovenia	44 (143)	40 ( )	65	-	47	-	-	-	-	-	-
Spain (Cat.)	54 (215)	33 (17)	87	-	33	-	-	27	-	-	-
Thailand	53 (212)	49 (18)	-	-	35	-	-	-	-	69	31
United States* (6 sites)	132 (559)	20 (19)	74	-	35	-	-	-	-	35	-

Note. Percentages less than 25% are not included in this table. China supplied no teacher/parent subskill data; Slovenia supplied no parent subskill data. Asterisk (*) indicates that weighted data were used for analysis.

Table D.6 Preacademic skills category: Teachers (T) and parents (P) identifying specific subskills as important

Country/ Territory	*N*	% Ranking Category #1, #2, #3	% Considering Subskill Important: Recognize Shapes/ Colors	Identify Opposites	Understand Size/ Quantity	Classify/ Seriate	Understand Time/ Space	Manipulate Small Objects	Copy Letters/ Numbers	Recognize Letters/ Numbers	Recognize First Name	Count 1-10	Concentrate/ Focus Attention
	T (P)	T (P)	T (P)	T (P)	T (P)	T (P)	T (P)	T (P)	T (P)	T (P)	T (P)	T (P)	T (P)
Belgium (Liège Pr., Brussels)	55 (165)	3 (28)	-	-	-	-	-	-	-	- (25)	-	-	- (58)
Finland	155 (318)	3 (14)	-	-	-	-	-	-	-	-	-	-	-
Greece (urban)	71 (157)	10 (33)	-	-	-	-	-	- (36)	-	-	-	-	- (61)
Hong Kong*	51 (198)	21 (59)	25	-	-	38	-	50	- (28)	25 (30)	-	50 (33)	-
Indonesia* (Java)	121 (251)	31 (49)	50	-	-	-	-	-	-	44 (44)	31	- (41)	-
Ireland	109 (396)	34 (43)	36 (26)	-	-	-	-	43	-	-	-	-	64 (41)
Italy	143 (500)	11 (28)	-	-	-	-	-	- (32)	- (28)	- (30)	-	-	- (47)

Table D.6 (cont.) Preacademic skills category: Teachers (T) and parents (P) identifying specific subskills as important

Country/ Territory	*N*	% Ranking Category #1, #2, #3	% Considering Subskill Important: Recognize Shapes/ Colors	Identify Opposites	Understand Size/ Quantity	Classify/ Seriate	Understand Time/ Space	Manipulate Small Objects	Copy Letters/ Numbers	Recognize Letters/ Numbers	Recognize First Name	Count 1-10	Concentrate/ Focus Attention
	T (P)	T (P)	T (P)	T (P)	T (P)	T (P)	T (P)	T (P)	T (P)	T (P)	T (P)	T (P)	T (P)
Nigeria* (3 states)	45 (208)	73 (75)	- (30)	-	-	-	-	-	-	54 (29)	-	30 (35)	-
Poland	124 (496)	8 (21)	- (25)	-	-	-	-	-	-	-	-	-	- (52)
Romania*	69 (276)	35 (38)	42	-	29	-	-	-	-	-	-	25	50 (47)
Slovenia	44 (143)	17 ( )	-	-	-	-	-	-	-	-	-	-	-
Spain (Cat.)	54 (215)	40 (55)	30	-	-	-	25	30	-	- (28)	-	-	50 (49)
Thailand	53 (212)	43 (38)	52	-	-	-	-	43	-	- (26)	35	-	- (30)
United States* (6 sites)	132 (559)	20 (47)	25	-	-	-	-	-	30	60 (30)	- (37)	-	35 (43)

Note. Percentages less than 25% are not included in this table. China supplied no teacher/parent subskill data; Slovenia supplied no parent subskill data. Asterisk (*) indicates that weighted data were used for analysis.

Table D.7 Social skills with adults category: Teachers (T) and parents (P) identifying specific subskills as important

Country/ Territory	*N*	% Ranking Category #1, #2, #3	% Considering Subskill Important: Initiate Interactions	Be Quiet When Asked	Be Polite	Listen Carefully	Be Cooperative	Follow Directions	Correct Mistake/ Admit Wrong	Be Honest	Treat Respectfully
	T (P)	T (P)	T (P)	T (P)	T (P)	T (P)	T (P)	T (P)	T (P)	T (P)	T (P)
Belgium (Liège Pr., Brussels)	55 (165)	10 (20)	- (26)	- (26)	- (26)	-	-	-	- (26)	- (41)	- (33)
Finland	155 (318)	25 (28)	- (27)	-	-	-	37 (50)	43	29 (44)	31 (35)	-
Greece (urban)	71 (157)	5 (41)	-	-	- (27)	-	-	-	- (45)	- (33)	- (33)
Hong Kong*	51 (198)	1 (20)	-	-	- (55)	-	-	-	- (29)	-	-
Indonesia* (Java)	121 (251)	24 (32)	25	-	75 (62)	-	-	-	38 (27)	-	25 (50)
Ireland	109 (396)	21 (42)	29	-	-	29 (28)	59	-	- (43)	- (36)	- (31)
Italy	143 (500)	8 (26)	-	-	- (50)	- (30)	-	-	- (31)	- (29)	-
Nigeria* (3 states)	45 (208)	19 (25)	- (28)	- (25)	- (30)	- (31)	-	-	-	-	-

Table D.7 (cont.) Social skills with adults category: Teachers (T) and parents (P) identifying specific subskills as important

Country / Territory	*N*	% Ranking Category #1, #2, #3	% Considering Subskill Important: Initiate Interactions	Be Quiet When Asked	Be Polite	Listen Carefully	Be Cooperative	Follow Directions	Correct Mistake / Admit Wrong	Be Honest	Treat Respectfully
	T (P)	T (P)	T (P)	T (P)	T (P)	T (P)	T (P)	T (P)	T (P)	T (P)	T (P)
Poland	124 (496)	44 (40)	-	-	-	-	33	-	47 (45)	35 (32)	-
Romania*	69 (276)	29 (39)	-	-	38 (29)	- (26)	-	-	77 (45)	-	27
Slovenia	44 (143)	2 ( )	-	-	-	-	-	-	-	-	-
Spain (Cat.)	54 (215)	15 (32)	-	- (26)	- (46)	-	-	-	- (28)	-	- (3ℰ)
Thailand	53 (212)	11 (34)	-	-	-	- (33)	-	- (25)	- (42)	-	- (33)
United States* (6 sites)	132 (559)	17 (31)	-	-	- (26)	-	-	- (29)	-	-	- (36)

Note. Percentages less than 25% are not included in this table. China supplied no teacher/parent subskill data; Slovenia supplied no parent subskill data. Asterisk (*) indicates that weighted data were used for analysis.

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Table D.8 Self-assessment skills category: Teachers (T) and parents (P) identifying specific subskills as important

Country/ Territory	*N*	% Ranking Category #1, #2, #3	% Considering Subskill Important: Know Own Skills	Judge Own Behavior	Have Ideas/ Opinions	Be Aware of Emotions	Be Proud of Own Work	Feel Good About Self	Dare to Try New Things
	T (P)	T (P)	T (P)	T (P)	T (P)	T (P)	T (P)	T (P)	T (P)
Belgium (Liège Pr., Brussels)	55 (165)	41 (33)	-	-	33 (25)	25 (30)	- (27)	75 (75)	-
Finland	155 (318)	22 (27)	-	-	39 (45)	-	-	61 (55)	39 (53)
Greece (urban)	71 (157)	22 (35)	- (30)	-	29 (54)	-	-	47 (33)	41 (33)
Hong Kong*	51 (198)	18 (12)	-	-	-	-	-	-	-
Indonesia* (Java)	121 (251)	14 (25)	- (27)	- (45)	- (27)	-	- (45)	-	- (32)
Ireland	109 (396)	32 (47)	-	25	- (30)	36 (40)	25 (29)	79 (54)	-
Italy	143 (500)	13 (19)	-	-	-	-	-	-	-
Nigeria* (3 states)	45 (208)	20 (11)	59	-	79	-	-	-	29

Table D.8 (cont.) Self-assessment skills category: Teachers (T) and parents (P) identifying specific subskills as important

Country/ Territory	*N*	% Ranking Category #1, #2, #3	% Considering Subskill Important: Know Own Skills	Judge Own Behavior	Have Ideas/ Opinions	Be Aware of Emotions	Be Proud of Own Work	Feel Good About Self	Dare to Try New Things
	T (P)	T (P)	T (P)	T (P)	T (P)	T (P)	T (P)	T (P)	T (P)
Poland	124 (496)	20 (28)	31 (30)	- (26)	43 (40)	-	- (30)	-	61 (43)
Romania*	69 (275)	17 (11)	-	-	-	-	-	-	-
Slovenia	44 (143)	19 ( )	-	-	-	-	-	-	-
Spain (Cat.)	54 (215)	12 (30)	-	- (27)	- (38)	- (27)	- (25)	- (40)	-
Thailand	53 (212)	6 (14)	-	-	-	-	-	-	-
United States* (6 sites)	132 (559)	29 (35)	-	29	- (31)	56 (37)	- (27)	76 (68)	-

Note. Percentages less than 25% are not included in this table. China supplied no teacher/parent subskill data; Slovenia supplied no parent subskill data. Asterisk (*) indicates that weighted data were used for analysis.

Appendix E
Supplementary Tables for Chapter 8

Table E.1 Percentage of teachers predicting parents will rank a skill category among the most important (#1, #2, #3)

Country/ Territory	*N*	Skill Category							
		Language Skills	Motor/ Physical Skills	Pre-academic Skills	Self-assessment Skills	Self-expression Skills	Self-sufficiency Skills	Social Skills With Adults	Social Skills With Peers
Belgium (Liège Pr., Brussels)	55	76	14	90	5	14	31	29	41
China (PRC, 6 pr.)	407	61	18	77	13	56	34	24	15
Finland	155	32	26	11	13	28	75	30	82
Greece (urban)	71	57	14	68	17	19	47	34	44
Hong Kong*	51	70	7	100	1	18	53	23	27
Indonesia *[a] (Java)	121	46	22	54	17	21	71	25	43
Ireland	109	41	16	66	17	28	41	40	50
Italy	143	47	11	85	8	29	57	33	32
Nigeria*[b] (3 states)	45	79	11	61	22	61	19	19	30
Poland	124	54	38	41	16	25	27	44	55
Romania*	69	64	11	51	7	30	47	46	44
Slovenia	44	63	40	42	2	16	70	14	54
Spain (Cat.)	54	63	19	83	8	17	46	38	27
Thailand	53	47	8	51	6	51	70	30	34
United States* (6 sites)	132	46	12	79	13	10	43	34	62

Note. Asterisk (*) indicates that weighted data were used for analysis. [a]Data collected from more than one teacher in each setting. [b]Data from only 2 of 3 Nigerian states.

Table E.2 Percentage of parents predicting teachers will rank a skill category among the most important (#1, #2, #3)

Country/ Territory	*N*	Skill Category							
		Language Skills	Motor/ Physical Skills	Pre-academic Skills	Self-assessment Skills	Self-expression Skills	Self-sufficiency Skills	Social Skills With Adults	Social Skills With Peers
Belgium (Liège, Pr., Brussels)	165	37	29	63	17	38	37	9	65
China (PRC, 6 pr.)	876	62	33	54	14	46	32	30	25
Finland*	201	25	22	7	11	35	78	34	88
Greece (urban)	157	44	20	58	24	37	39	23	55
Hong Kong*	198	51	24	80	7	29	44	19	45
Indonesia* (Java)	251	61	29	76	15	18	35	29	36
Ireland	396	36	10	44	28	47	29	41	64
Italy	500	40	35	42	12	56	41	17	57
Nigeria*[ab] (3 states)	148[b]	70	39	84	6	47	17	10	25
Poland	496	41	40	30	23	37	23	33	74
Romania*	276	54	16	60	13	43	31	35	51
Slovenia	143	—	—	—	—	—	—	—	—
Spain (Cat.)	215	—	—	—	—	—	—	—	—
Thailand	212	57	12	47	15	58	46	23	42
United States*[a] (6 sites)	480[b]	41	23	58	19	31	39	23	65

Note. Asterisk (*) indicates that weighted data were used for analysis. Slovenia supplied no parent prediction data. Spain's parental response rate was too low for inclusion in table. [a]Sample includes only those parents whose child attends an out-of-home setting. [b]Data from only 2 of 3 Nigerian states.

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Appendix F
Supplementary Tables for Chapter 9

Table F.1 Percentage of teachers naming skill category among the three most important responsibilities of teachers

Country/ Territory	*N*	Skill Category							
		Language Skills	Motor/ Physical Skills	Preacademic Skills	Self-assessment Skills	Self-expression Skills	Self-sufficiency Skills	Social Skills With Adults	Social Skills With Peers
Belgium (Liège Pr., Brussels)	55	41	29	66	16	48	38	5	55
China (PRC, 6 pr.)	407	75	40	34	14	60	22	25	29
Finland	155	31	29	17	18	40	64	24	79
Greece (urban)	71	65	32	43	32	34	22	13	61
Hong Kong*	51	59	18	76	14	41	35	1	56
Indonesia*[a] (Java)	121	37	17	23	29	27	68	60	39
Ireland	109	51	14	54	37	34	27	12	71
Italy	143	58	49	35	17	56	20	11	54
Nigeria*[b] (3 states)	45	56	38	76	15	33	24	5	50
Poland	124	50	41	46	17	53	15	19	59
Romania*	69	77	26	68	13	34	17	23	41
Slovenia	44	74	37	37	14	44	26	5	61
Spain (Cat.)	54	81	23	63	14	23	33	12	49
Thailand	53	34	26	32	9	57	57	28	57
United States* (6 sites)	132	53	9	44	25	36	44	19	68

Note. Asterisk (*) indicates that weighted data were used for analysis.

[a]Data collected from more than one teacher in each setting.

[b]Data from only 2 of 3 Nigerian states.

Table F.2 Percentage of parents naming skill category among the three most important responsibilities of parents

Country / Territory	*N*	Skill Category							
		Language Skills	Motor/ Physical Skills	Preacademic Skills	Self-assessment Skills	Self-expression Skills	Self-sufficiency Skills	Social Skills With Adults	Social Skills With Peers
Belgium (Liège Pr., Brussels)	165	70	9	8	47	11	72	64	10
China (PRC, 6 pr.)	876	28	17	50	32	17	67	51	26
Finland[a]	201	38	25	9	47	12	70	58	30
Greece (urban)	157	38	8	24	46	18	67	49	40
Hong Kong[a]	198	40	26	82	17	33	17	24	51
Indonesia[a] (Java)	251	48	14	19	40	18	69	41	44
Ireland	396	38	9	54	33	48	21	27	55
Italy	500	37	17	11	36	13	78	63	35
Nigeria[a,b] (3 states)	148	42	19	35	15	32	42	50	56
Poland	496	37	24	8	48	15	66	68	26
Romania[a]	276	52	22	27	14	12	75	54	31
Slovenia	143	-	-	-	-	-	-	-	-
Spain (Cat.)	215	-	-	-	-	-	-	-	-
Thailand	212	27	32	34	10	34	74	52	24
United States[a] (6 sites)	480	44	12	30	33	27	65	48	29

Note. Asterisk (*) indicates that weighted data were used for analysis. Slovenia supplied no parent data, and Spain's parent response rate was too low for inclusion in table.

[a]Sample includes only those parents whose child attends an out-of-home setting.

[b]Data from only 2 of 3 Nigerian states.

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Table F.3 Percentage of teachers naming skill category among the three most important responsibilities of parents

Country/ Territory	*N*	Skill Category							
		Language Skills	Motor/ Physical Skills	Preacademic Skills	Self-assessment Skills	Self-expression Skills	Self-sufficiency Skills	Social Skills with Adults	Social Skills with Peers
Belgium (Liège Pr., Brussels)	55	76	24	7	28	5	86	57	16
China (PRC, 6 sites)	407	26	10	24	38	12	87	69	36
Finland	155	44	25	17	43	13	68	62	27
Greece (urban)	71	49	15	6	47	14	81	53	34
Hong Kong*	51	48	10	23	36	26	88	46	22
Indonesia*[a] (Java)	121	55	37	53	26	30	36	19	43
Ireland	109	50	17	21	35	13	69	53	42
Italy	143	43	23	11	36	13	77	68	29
Nigeria*[b] (3 states)	45	74	27	38	19	55	15	30	43
Poland	124	37	21	12	42	25	61	70	33
Romania*	69	39	20	9	18	9	90	76	41
Slovenia	44	54	21	5	35	26	79	70	9
Spain (Cat.)	54	58	18	13	34	13	82	61	21
Thailand	53	42	15	23	8	32	85	59	38
United States* (6 sites)	132	42	9	14	42	18	76	67	31

Note. Asterisk (*) indicates that weighted data were used for analysis.

[a]Data collected from more than one teacher in each setting.

[b]Data from only 2 of 3 Nigerian states.

Table F.4 Percentage of parents naming skill category among the three most important responsibilities of teachers

Country/ Territory	*N*	Skill Category							
		Language Skills	Motor/ Physical Skills	Preacademic Skills	Self-assessment Skills	Self-expression Skills	Self-sufficiency Skills	Social Skills With Adults	Social Skills With Peers
Belgium (Liège Pr., Brussels)	165	32	30	88	19	43	13	7	67
China (PRC, 6 pr.)	876	63	40	65	14	52	18	25	22
Finland*	201	26	15	38	14	64	46	23	74
Greece (urban)	157	53	17	68	36	32	17	17	62
Hong Kong*	198	44	19	24	25	20	79	51	38
Indonesia* (Java)	251	54	35	77	18	29	25	27	35
Ireland	396	39	9	25	43	32	42	53	58
Italy	500	44	37	62	23	57	16	13	48
Nigeria*[a,b] (3 states)	148	65	37	68	17	42	21	20	31
Poland	496	49	45	58	19	43	9	16	61
Romania*	276	47	21	67	22	43	17	31	52
Slovenia	143	-	-	-	-	-	-	-	-
Spain (Cat.)	215	-	-	-	-	-	-	-	-
Thailand	212	63	8	45	26	45	34	29	49
United States*[a] (6 sites)	480	48	22	67	22	28	29	20	62

Note. Asterisk (*) indicates that weighted data were used for analysis. Slovenia supplied no parent data, and Spain's parent response rate was too low for inclusion in table.

[a]Sample includes only those parents whose chld attends an out-of-home setting.

[b]Data from only 2 of 3 Nigerian states.

Appendix G
IEA Preprimary Project Phase 2
National Research Centers and Coordinators

BELGIUM

Service de Pédagogie Expérimentale
Faculté de Psychologie et Sciences de l'Education
B32 Université de Liège au Sart-Tilman
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Hong Kong Institute of Education
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Ministry of Education and Culture
Balitbang Dikbud
Kotak Pos 297 KBY
Jl. Jenderal Sudirman-Senayan
Jakarta
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Ireland

School of Social Sciences
Dublin Institute of Technology
Rathmines House
143–149 Lower Rathmines Road
Dublin 6
Coordinator: Nóirín Hayes

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Centro Europeo dell'Educazione
Villa Falconieri
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Rome
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Nigeria

Institute of Education
University of Ibadan
Ibadan
Coordinator: Olayemi Onibokun

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Romania

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70732 Bucharest
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Gerbiceva 62
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INTERNATIONAL COORDINATING CENTER

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International Coordinator: David P. Weikart
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The IEA Preprimary Project
Phase 2

What Should Young Children Learn?

Teacher and Parent Views in 15 Countries

Edited by
David P. Weikart

What Should Young Children Learn? reports on the results of administering a questionnaire about expectations to teachers and parents of 4-year-olds in 15 countries around the world. The questionnaire responses reveal what teachers and parents expect pre-school-aged children to learn. They also suggest how teachers and parents view each other's priorities and responsibilities, how well they communicate, and how they form their beliefs about what is important for children.

Administering the Expectations Questionnaire was part of Phase 2 of the Preprimary Project conducted under the sponsorship of the International Association for the Evaluation of Educational Achievement (IEA). Countries participating in this phase of the IEA Preprimary Project were Belgium, China, Finland, Greece, Hong Kong, Indonesia, Ireland, Italy, Nigeria, Poland, Romania, Slovenia, Spain, Thailand, and the United States.

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